

HAMPDEN-SYDNEY COLLEGE

YOU CAN DO ANYTHING

WITH A DEGREE FROM HAMPDEN-SYDNEY COLLEGE

ACADEMIC CATALOGUE 2016-2017

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HAMPDEN-SYDNEY COLLEGE

The mission of Hampden-Sydney College has been, since stated by its founders in 1775, "to form good men and good citizens in an atmosphere of sound learning."

ACADEMIC CATALOGUE 2016-2017

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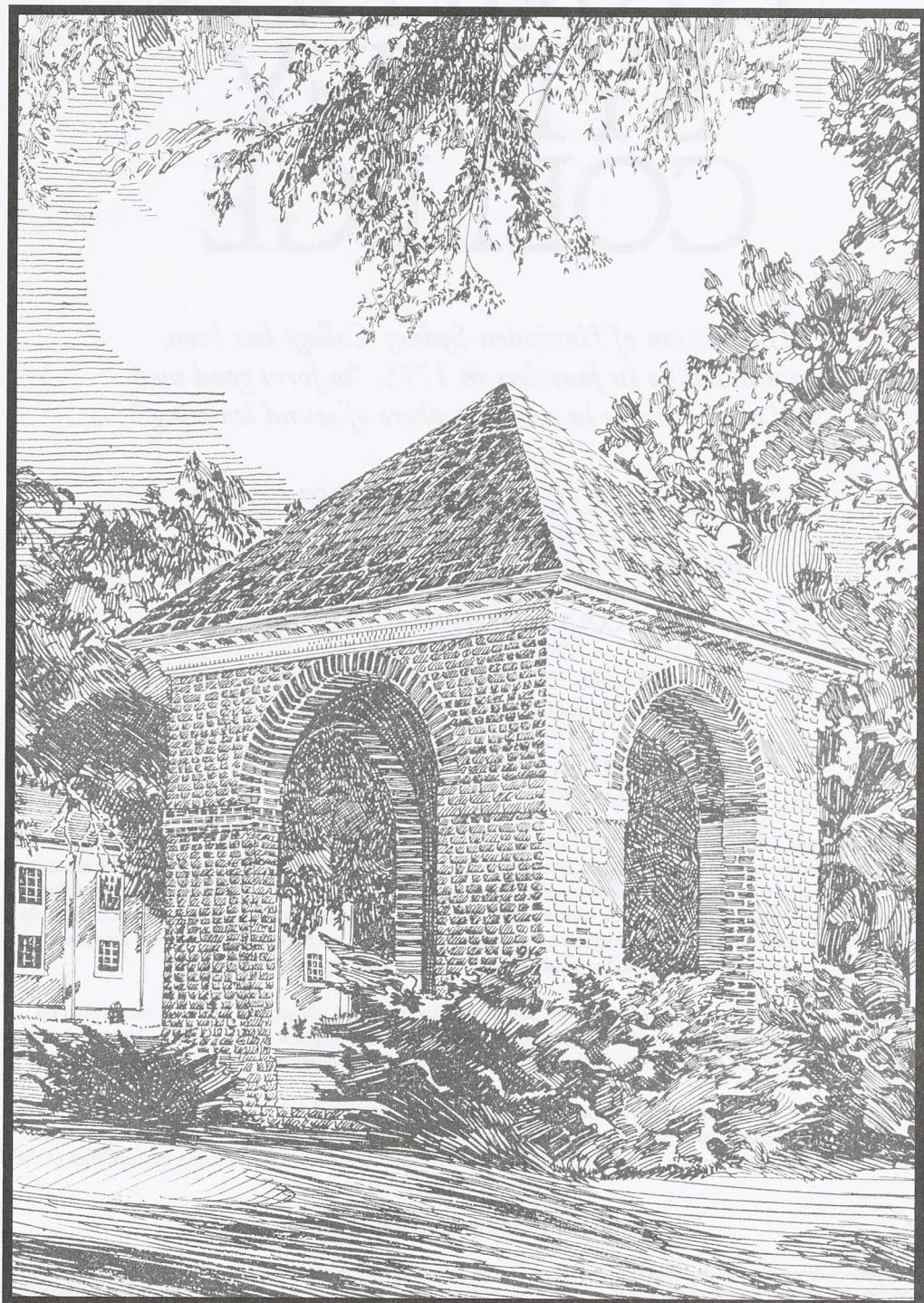
Hampden-Sydney College strives to instill in its students a commitment to sound scholarship through studies in the natural sciences, the humanities, and the social sciences; to cultivate qualities of character and moral discernment rooted in the Judeo-Christian tradition; to develop clear thinking and expression; to promote an understanding of the world and our place in it; to impart a comprehension of social institutions as a basis for intelligent citizenship and responsible leadership in a democracy; to prepare those with special interests and capacities for graduate and professional study; and to equip graduates for a rewarding and productive life.

Hampden-Sydney College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Hampden-Sydney College.

The contents of this catalogue represent accurate information available at the time of publication (July 2016). However, during the time covered by this issue, it is reasonable to expect changes to be made with respect to this information without prior notice. Records of changes are on file and available for examination in the Office of the Dean of Faculty.

NON-DISCRIMINATION POLICY STATEMENT

Hampden-Sydney College, while exempted from Subpart C of the Title IX regulation with respect to its admission and recruitment activities, does not discriminate on the basis of race, color, sex, religion, age, national origin, handicap, sexual orientation, or veteran status in the operation of its educational programs and with respect to employment. For information on this non-discrimination policy, contact the Office of Human Resources, Box 127, Hampden-Sydney College, Hampden-Sydney, VA 23943, (434) 223-6220.



WATKINS BELL TOWER (1934)

ACADEMIC CALENDAR 2016-2017

Fall 2016			<i>First Semester</i>
August	19	Friday	Freshmen and transfers report
	22	Monday	All other students report
	24	Wednesday	Classes begin
	30	Tuesday	Last day of Add Period
September	7	Wednesday	Last day of Drop Period without Record
	12	Wednesday	Deficiency reports due in Registrar's Office
October	17	Monday	No classes*
	18	Tuesday	No classes*
	21	Friday	Last day of Drop Period with "W"
	25	Tuesday	Rhetoric Proficiency Examination
	25	Tuesday	Beginning of registration for spring courses
November	3	Thursday	Close of registration for spring courses
	22	Tuesday	Thanksgiving break begins after classes
	28	Monday	Classes resume
December	6	Tuesday	Last day of classes
	7	Wednesday	Study day**
	8	Thursday	Study day
	9	Friday	First day of final examinations
	11	Sunday	Study day
	14	Wednesday	Last day of final examinations
Spring 2017			<i>Second Semester</i>
January	15	Sunday	New and transfer students report
	17	Tuesday	All students report
	18	Wednesday	Classes begin
	24	Tuesday	Last day of Add Period
February	1	Wednesday	Last day of Drop Period without Record
March	10	Friday	Spring break begins after classes
	20	Monday	Classes resume
	22	Wednesday	Deficiency reports due in Registrar's Office
	28	Tuesday	Rhetoric Proficiency Examination
	31	Friday	Last day of Drop Period with a "W"
April	4	Tuesday	Beginning of registration for fall courses
	11	Tuesday	Close of registration for fall courses
May	2	Tuesday	Last day of classes
	3	Wednesday	Study day**
	4	Thursday	Study day
	5	Friday	First day of final examinations
	7	Sunday	Study day
	10	Wednesday	Last day of final examinations
	14	Sunday	Graduation

* For students who wish to remain on campus on October 17 through 18, residence halls will remain open and meals will be provided.

** Rhetoric 100, 101, and 102 editing examinations will be scheduled on the first study day each semester.

History of the College

The mission of Hampden-Sydney College has been, since stated by its Founders in 1775, "to form good men and good citizens in an atmosphere of sound learning." In continuous operation since the first classes were held on November 10, 1775, the College is one of the oldest institutions of higher learning in the United States and holds the oldest (1783) private charter in the South.

The first president, Samuel Stanhope Smith (1775-1779), chose the name Hampden-Sydney to symbolize devotion to the principles of representative government and full civil and religious freedom which the Englishmen John Hampden (1594-1643) and Algernon Sydney (1622-1683) had supported and for which they had given their lives in the 17th century. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by Patrick Henry, James Madison, and the other less well-known but equally vigorous patriots who comprised the College's first Board of Trustees.

The first students committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defense of Williamsburg in 1777 and Petersburg in 1778. Their uniform was hunting-shirts, dyed purple with the juice of pokeberries, and grey trousers. Garnet and grey were adopted as the College's colors when sports teams were introduced in the 19th century.

The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Slate Hill plantation, accepted a gift of one hundred acres for the College, elected

Trustees and named as President the Rev. Samuel Stanhope Smith, College of New Jersey (Princeton) Class of 1769. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his alma mater, he journeyed to Princeton to secure the first faculty and visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty gathered for the opening of the first winter term on November 10, 1775.

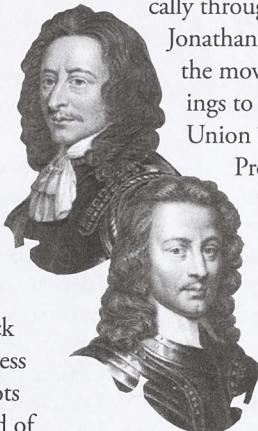
The College matured physically and academically through the first half of the 19th century.

Jonathan P. Cushing (1821-1835) oversaw the move from the College's original buildings to "New College," now Cushing Hall. Union Theological Seminary (now Union Presbyterian Seminary) was founded at Hampden-Sydney in 1822 and occupied the south end of the present campus until its relocation to Richmond (1898).

The Medical College of Virginia (now the Virginia Commonwealth University School of Medicine) was opened in Richmond in 1838 as the medical department of Hampden-Sydney College.

The Civil War and its aftermath were difficult years for Hampden-Sydney. The longest-tenured of its presidents, J. M. P. Atkinson, served from before the War through Reconstruction (1857-1883). He performed the remarkable feat of keeping the College open and solvent, while upholding academic standards.

Once again, at the outset of war the student body organized a company. These men, officially mustered as Company G, 20th Virginia Regiment, "The Hampden-Sidney Boys," saw action in Rich Mountain in West Virginia (July 9-11, 1861), were captured, and were paroled by



Algernon Sydney (top)

John Hampden (above)

General George B. McClellan on the condition that they return to their studies. The College did not close during the Civil War.

During the presidencies of Dr. Atkinson and his successor, Dr. Richard McIlwaine, many features of current student life were introduced -- social fraternities, sports teams, and student government. After the Seminary moved to Richmond, Major Richard M. Venable, Class of 1857, bought its buildings and gave them to the College, doubling the physical plant.

Hampden-Sydney was led through the Depression and World War II and their aftermath by Presidents Joseph D. Eggleston (1919-1939) and Edgar G. Gammon (1939-1955). In the years following World War II, the College increased in enrollment, financial strength, and academic stature. In the late 1950s, academic majors were established.

Under President W. Taylor Reveley II (1963-1977), the core curriculum, largely as it is today, was established, the size of the student body and faculty increased, the physical plant was expanded, required weekly chapel services and college-wide assemblies were abolished, and the first African-American student was admitted in 1968.

Under President Josiah Bunting III (1977-1987), the Rhetoric Program was instituted (1978). The current Honors Program was established.

Under President Samuel V. Wilson (1992-2000), fine arts became a full department with

programs for majors; the Center for Leadership in the Public Interest was established and was named for President Wilson upon his retirement.

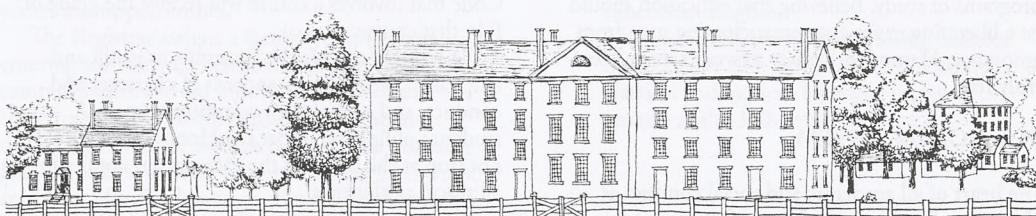
The administration of President Walter M. Bortz III (2000-2009) was a period of the greatest expansion of college facilities since the 1960s/70s. The academic program was revised to include minors and a concentration in environmental studies was added.

Dr. Christopher B. Howard, the College's first African-American president, began his term in 2009. Under his leadership, the College embarked on a new strategic plan to guide future development of the College as a model liberal arts institution recognized for excellence in educating men for the twenty-first century.

Dr. J. Lawrence Stimpert became the 25th President of Hampden-Sydney College on July 1, 2016.

Accreditation:

Hampden-Sydney is accredited by the Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, Georgia 30033-4097; 404-679-4500) and is a member of the Association of Virginia Colleges, the Virginia Foundation for Independent Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service.



Hampden-Sydney College in 1840: from left to right, Steward's Hall (The Alamo, 1817, 1830), The College (Cushing Hall, 1822-1833), and the 18th-century buildings.

Academic Program

In keeping with its original purpose, Hampden-Sydney seeks "to form good men and good citizens in an atmosphere of sound learning." The College is committed to the development of humane and lettered men and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the undergraduate experience. The College encourages each student to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, and ethics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. Thus Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning and encourages independent programs of study. Believing that education should be a liberating experience emancipating men from ignorance, Hampden-Sydney strives to make men truly free.

THE HONOR SYSTEM

The heart of all academic and social conduct at Hampden-Sydney is the Honor System, and the heart of the Honor System is individual responsibility. It presumes that every student is a gentleman who will conduct himself in a

trustworthy and honest manner; it assumes further that every student is concerned with the strict observance of those principles for his own sake, for the sake of his fellow students, and for the sake of the College. Students, faculty members, and administrators place the highest value on integrity and honesty, and all support the Honor System.

The Honor System is administered by students elected to office by the student body. In the orientation of freshmen and transfer students, Student Court members explain the Honor Code. Before formally matriculating at the College, a student must sign a statement acknowledging that he understands the Honor System and that an infraction is punishable by dishonorable suspension or dismissal. The Honor System pledge, which students write on their tests and other college work, is "On my honor I have neither given nor received any aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report."

Infractions of the Honor Code are cheating; plagiarism; lying; stealing; forgery; intentionally passing a bad check; knowingly furnishing false information to the College; failing to report Honor Code violations; altering or using College or other documents or instruments of identification with intent to defraud or deceive; taking a book or other library materials out of the library without checking it, or them, out at the desk; removing any section of library materials, such as tearing or cutting out a page, or parts of a page; and unauthorized access to or use of College computer files, including attempts to gain unauthorized access or use. Suspected violations are investigated by student officers; trials are conducted by the Student Court.

Students convicted of an infraction of the Honor Code that involves a course will receive the grade of F in that course.

The aim of the Honor System is to instill and emphasize the highest standards of character and conduct, and to maintain community trust. A student's obligation under the Honor System does not stop at the limits of the campus but applies in all places at all times.

Further details about the Honor System and the Code are published in *The Key: Hampden-Sydney College Student Handbook*.

ACADEMIC REQUIREMENTS

The course of study at Hampden-Sydney College offers to students opportunities for both breadth and depth in learning and encourages independent study. The requirements for a bachelor's degree fall into two areas: Core Requirements and Major Requirements. In addition, there is the opportunity to take elective courses that are not required but may enhance the education of the student. In order to graduate, students must earn 120 semester hours of credit with a cumulative grade-point average of at least 2.0 and be in residence at the College at least two academic years, including the last year preceding graduation.

Every student who completes the requirements in ten or fewer semesters will receive a Bachelor of Arts degree. Students majoring in one of the disciplines in the natural sciences and mathematics division, in Mathematical Economics, or in Psychology may make a formal request to receive a Bachelor of Science degree, instead. It is solely the responsibility of the student to make sure that he meets all of the stated requirements for his degree.

Exceptions to these requirements may be considered by the Executive Committee of the Faculty under extraordinary circumstances if sufficient justification is offered. Petitions for such exceptions should be directed to the Executive Committee through the Office of the Dean of the Faculty.

THE ADVISING SYSTEM

Faculty advisors supervise students' fulfillment of core and major requirements, provide help in understanding academic policies and grades, recommend and approve course selections appropriate to the students' background and educational interests, and, in general, oversee their academic program. Students consult their advisors before registering for classes each semester, and they should seek consultation whenever an academic or personal problem warrants counsel. Advisors may give guidance in the choice of graduate study or vocational opportunities.

The Registrar assigns a faculty advisor to each entering student well before the student arrives on campus in order to aid him in setting his first-semester schedule of courses and to advise him during his first three semesters. Freshmen normally take a Rhetoric course, Western Culture 101, and a course in a foreign language. The rest of the schedule may include a science and/or a mathematics course and courses in other areas that satisfy core requirements, and in areas in which students may

consider majoring. Students should complete many of the core requirements during their first two years so that in the last two years they can concentrate on their majors and electives.

The student meets regularly with his advisor as the student's academic or personal situation demands, and occasionally for social events. Each semester, the student must meet with his advisor prior to registering for courses.

In the second semester of the sophomore year, each student selects a major, and the Registrar assigns an advisor in the department of that major to him for subsequent advising and planning a coherent program for the junior and senior years of study.

CORE REQUIREMENTS

Students may use any appropriate courses, unless otherwise stated, to satisfy both core and major requirements. A course that is used to satisfy one core requirement cannot also be used to satisfy another core requirement. Special topics courses intended to fulfill core requirements must be approved by the Academic Affairs Committee prior to registration.

Only courses worth at least three semester hours of credit may be used to satisfy the following core requirements:

I. Language and Literature

A. Rhetoric

1. Rhetoric 101 and 102 (unless exempted), and
2. Pass either the Rhetoric Proficiency Exam or Rhetoric 200.

B. Foreign Language: the 201-202 sequence of a classical or a modern language, or any 300-level course in a classical or a modern language. International students who are non-native speakers of English may have the foreign-language requirement waived upon presentation of evidence to the Executive Committee of the Faculty that their prior instruction has been primarily in a language other than English.

C. Literature: one course from among Classical Studies 203, 204; English literature courses; classical and modern language literature courses at the 300-level and above.

II. Natural Sciences and Mathematics

- A. Natural Sciences: two courses, chosen from different departments, including at least one (with corequisite laboratory) from among Biology 110, Chemistry 110, Astronomy 110, or Physics 131. Note: The Department of Physics and Astronomy is one department; therefore, the Natural Sciences requirement cannot be met by taking a combination of a Physics course and an Astronomy course.
- B. Mathematics: one course from among Mathematics 111, 121, 130, 140, 141, 142, 231, 242.
- C. One additional Natural Sciences, Mathematics, or Computer Science course.

III. Social Sciences

One course outside the department of the major from among Economics 101; Government and Foreign Affairs 101, 140; any History 100- or 200-level course; Psychology 101; Sociology 201.

IV. Core Cultures

- A. Western Culture 101 and 102.
- B. One course from either Global Cultures 103 or 104.

V. American Studies

Two courses, chosen from different departments, from among United States history courses at the 100- or 200-level, or History 313, 317, 319, 320, 321; English 199, 221, 222, 224, 230, 258; Music 217, 218; Visual Arts 210; Government and Foreign Affairs 101, 102, 201; Religion 231, 232, 334, 336. Note: Music 217, Music 218, and Visual Arts 210 are all courses offered by the Fine Arts department; therefore, the American Studies requirement cannot be met by taking a combination of a Music course and a Visual Arts course.

VI. International Studies

An approved study-abroad experience (either during the academic year, in May Term, or in summer school), or one course from among History 205, 206, 207, 208, 209, 210, 322, 325, 326, 332, 333, 340, 345, 346; Economics 210; English 228; Theatre 201; Government and Foreign Affairs 224, 225, 226, 227, 228, 322; Religion 103, 202, 203, 204; one course from either Global Cultures 103 or 104, not already used in section IV to satisfy the Core Cultures requirement.

VII. Religious and Philosophical Studies

One religion course at the 100- or 200-level (except Religion 151, 152, or 251); or Philosophy 102, 201, 210, 217, 218.

VIII. Fine Arts

One 3 credit hour course in the Department of Fine Arts.

RHETORIC REQUIREMENT

To ensure that all graduates of the College are able to write and speak clearly, cogently, and grammatically, the faculty in 1978 established the Rhetoric Program. In order to be graduated from the College, a student must satisfy all components of the Rhetoric proficiency requirement. The requirement comprises two components: (1) Successful completion of Rhetoric 101 and 102, and in addition, for students who need intensive training in basic writing and reading skills, Rhetoric 100.

At the beginning of the fall semester, new students take diagnostic tests. Rhetoric staff members may then recommend that students who perform exceptionally well on both the editing and essay diagnostics be exempted from Rhetoric 101. The Director of the Program, in consultation with the professor, the student, and the student's advisor, makes the final decision about exemptions in these cases. Entering students who have scored four or five on the English Language and Composition examination of the College Board or six or seven on the appropriate International Baccalaureate Examination receive credit for Rhetoric 101 and may move directly into Rhetoric 102. If a student performs exceptionally well in Rhetoric 100, he may be exempted from Rhetoric 101 with the consent of the Director of the Program. Exemption from 102 is granted only to transfer students who have earned six hours of credit in writing courses at another college and who pass the Rhetoric Proficiency Examination upon entering Hampden-Sydney College.

(2) Rhetoric Proficiency Examination: Each student must write the proficiency examination in Rhetoric at the end of his sophomore year. The examination is a three-hour timed essay; the completed essays are evaluated by readers drawn from the faculty at large. Those students whose essays are judged unsatisfactory may retake the examination each semester until they reach the equivalent of their seventh semester at the College (or the first semester of their senior year). At that point, students are enrolled in Rhetoric 200: Proficiency Tutorial.

This requirement applies equally to all students, whether transfer students or not. Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the proficiency examination at the beginning of their first semester of residence.

MAJOR REQUIREMENT

The major affords students the opportunity to study a particular subject in depth. It comprises a minimum of 30 credits of work in the discipline and directly supporting coursework; some majors comprise more than 30 credits, as indicated in the departmental sections. The major is intended to complement the broad education provided by core requirements and electives. Students must successfully complete a major in one of Hampden-Sydney's academic departments in order to be graduated from the College. A student selects his major and notifies the Registrar of his choice, ordinarily during the student's fourth semester at the College. He may select multiple majors, normally from different departments. If he does so, he must inform the Registrar which of these majors is his major of record. Only the major of record will be used to determine whether the student has satisfied the requirements of the Core Curriculum. If his interests change, a student may change his major(s) while he is an upperclassman, and he must inform the Registrar of the change.

The College offers majors in the following disciplines or groups of disciplines:

Applied Mathematics	History
Biology	Interdisciplinary Studies
Chemistry	Latin
Classical Studies	Mathematical
Computer Science	Economics
Economics	Mathematics
Economics and Business	Philosophy
English	Physics
Foreign Affairs	Psychology
French	Religion
German	Spanish
Government	Theatre
Greek	Visual Arts
Greek and Latin	

The requirements for each of these majors may be found in the section on Course Offerings.

MINORS

Minors offer an additional opportunity for concentrated study in a discipline outside of the major (a student may not complete a minor in the same discipline as the major).

The College offers minors in the following disciplines or areas of study:

Asian Studies

Astronomy	Latin
Biology	Law and Public Policy
Chemistry	Math
Classical Studies	Military Leadership and National Security
Computer Science	Music
Creative Writing	Public Service
Environmental Studies	Religion
French	Rhetoric
German	Spanish
Greek	Theatre
History	Visual Arts
Latin American Studies	

The requirements for each of these minors may be found in the section on Course Offerings or other appropriate locations of the Catalogue.

CREDIT HOURS REQUIREMENT

Students meet the credit hours requirement by the successful completion of enough course work to total 120 semester hours of credit. A semester hour of credit is authorized for a class which meets 50 minutes per week for the semester or for a laboratory which meets two and one-half hours per week for the semester.

RESIDENCE REQUIREMENT

In order to graduate, students must be in residence at the College a minimum of two academic years, including the last year preceding graduation. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

Note: The residence requirement regulation may be modified in individual cases by action of the Executive Committee of the Faculty.

QUALITY REQUIREMENT

In order to graduate from the College, a student must have a grade-point average of 2.0 or better on work taken at Hampden-Sydney or in cooperative programs. The grade-point average is calculated by dividing the total quality units earned in Hampden-Sydney and cooperative programs by the total hours attempted therein.

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Anyone who has earned a bachelor's degree at Hampden-Sydney or at another accredited institution may seek to earn a second bachelor's

degree at Hampden-Sydney. The candidate for the second degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth-year program must also be approved for overall coherence and quality by the Dean of the Faculty and the Chair of the second major department.

SPECIAL PROGRAMS

FRESHMAN SEMINARS

Freshman seminars are designed to stimulate students' interest in the liberal arts from the outset of their college careers; to encourage students to begin asking important questions and seeking answers to them; and to provide students with the opportunity for interaction with faculty and other students in a small seminar environment. Seminar enrollment is limited to 12-14 students per class and is open only to freshmen. No special skills or knowledge in any specific academic area is necessary for successful performance in the class, and the work level will be consonant with expectations in other freshman-level courses. However, all seminars require active participation of students, and include a significant amount of both writing and oral presentation. Topics vary from semester to semester, and will be determined by individual instructors. The freshman seminar courses do not satisfy any specific core requirements, and are counted as general elective credit toward graduation.

THE HONORS PROGRAM

The Honors Program described below is applicable to all Honors students who entered the College prior to the 2014-2015 academic year.

The Honors Program is designed for the student who has given evidence of a high degree of intellectual curiosity, independence of thought, excitement about learning, and appreciation of knowledge--for the student who brings out the best in his fellow students and his teachers alike. Participants in the program are encouraged to take an active role in the learning process, entering into dialogue with their professors and their classmates. With its small classes and excellent faculty,

Hampden-Sydney provides a first-rate learning environment for such active, engaged students. Participation in Honors work is limited to recipients of honors scholarships and to other demonstrably superior students who apply for membership in the program. Entrance into any phase of the program is subject to the approval of the Honors Council. Interested students should contact the Director of the Honors Program, Professor Vitale.

The program includes the following components, each an independent entity:

Honors 101-102, 261-262, 361-362, 461-462
(see under Honors in Course Offerings).

Student Summer Research Program. Research grants awarded to rising sophomores, juniors, or seniors who show exceptional promise as independent researchers. Application is made to the Honors Council.

Departmental Honors. Departmental Honors promotes independence, self-reliant study, and appreciation of the relationship between the particular concerns of an academic discipline and the broader spectrum of the liberal arts. Qualified juniors and seniors may apply to pursue Departmental Honors within the department of their major. If a student is pursuing a double major, he may devise a Cross-Disciplinary Honors project that draws on his work in both disciplines. Ordinarily, a student who wishes to pursue Departmental Honors or Cross-Disciplinary Honors must possess an overall academic average of at least 3.0 with an average of at least 3.3 in the department(s) of his major(s).

Departmental Honors work includes from six to twelve credit hours in specially designed courses and independent study. Credit is given for laboratory work. Like students pursuing Honors within a single department, students undertaking a Cross-Disciplinary Honors project may receive credit for specially designed courses and independent study, which may be located in a single department or officially registered under the rubric of Interdisciplinary Studies. Credit hours will reflect the extent of the interdisciplinary work undertaken. (Note: A three-hour independent study housed in one of a student's majors will not also count as a three-hour course in the other major. If a student pursuing Cross-Disciplinary Honors wishes to earn six hours of course credit, he must devise an independent study that is worthy of six hours' credit.) Specific requirements and eligibility are established by individual departments, in conjunction with the Honors Council.

Interested students should consult the Chair(s) of the appropriate department(s) or the Director of the Honors Program.

Honors 499-500, Senior Fellowship (see under Honors in Course Offerings). The Senior Fellowship is intended to be a cross-disciplinary course of study not easily housed within a single major and not easily accomplished through a sequence of regular courses in several majors. The Senior Fellowship emphasizes breadth as well as depth of study and thus is different from departmental honors projects housed within a major.

In the spring of their junior year a group of men is selected to be Senior Fellows for the following year. These men must demonstrate the maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to their own enrichment and that of the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development and completion of their personal projects. That freedom can include the waiving of conventional upper-division requirements in the Fellow's major or majors, though applicants for the Senior Fellowship must complete all core requirements in the curriculum. The strongest applicants for the Senior Fellowship will have completed most, if not all, such requirements by the end of the junior year. Each Senior Fellow will work closely with an advisor in executing his program of study. The essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered an unexcelled opportunity for personal intellectual fulfillment.

The Council provides general supervision of all programs and may prescribe certain requirements for the Fellows. Also, the Council must certify at year's end that the program of study undertaken has been successfully completed.

Members of the junior class may become candidates for Senior Fellowships by individual application or on nomination by any member of the faculty. Each candidate must file his application with the Director of the Honors Program during the first few weeks of the second semester. Senior Fellows pay full tuition.

THE HONORS PROGRAM

The Honors Program described below is applicable to all Honors students who entered the College after the 2013-2014 academic year.

The Honors Program is meant for the student who gives evidence of intellectual curiosity, independence of thought, excitement in learning, appreciation of knowledge—for the young man who sparks the enthusiasm of fellow students and challenges the best in his teachers. With its small

classes and excellent faculty, Hampden-Sydney provides a first-rate learning environment for such active, engaged students.

The program is designed to provide the strongest academic students at the College with opportunities for enriched classroom experiences and independent research pursuits; to enhance students' liberal arts education by providing interdisciplinary experiences; and to create and sustain a community of like-minded young scholars.

Participation in Honors work is limited to students who have applied for membership to and been accepted by the Honors Program. Students may apply either as part of their application for admission to the College in their final year of high school or at the end of the freshman year. Interested students should contact the Director of the Honors Program, Professor Vitale.

If accepted into the program, students must complete the following course of study:

First year honors sections. In the fall semester of the freshman year, all honors scholars are enrolled together in a special honors section of a core course. In addition to fulfilling a requirement of the College core curriculum, this class provides honors students with the opportunity to engage intellectually with each other and with a faculty mentor.

In the sophomore and junior years, students complete an additional 6 hours of honors course work.

Three credit hours must be obtained by taking an Honors Seminar.

Honors Seminars 101-102. During the sophomore and/or junior year, honors students enroll in either Honors 101 or 102. These interdisciplinary seminars are designed around varied and engaging topics, and are meant to foster intellectual curiosity while building analytical skills. Students are encouraged to take one seminar before the end of the sophomore year. Interested students may take additional seminars through the junior year.

Additional hours may be obtained by participating in independent research or summer research.

Independent research. Independent research includes a minimum of 3 credit hours. Students must engage in active scholarship consistent with their field of study. Proposals for independent research are reviewed and approved by the Honors Council.

Summer research. Students may choose to submit a proposal for participation in the summer research program. Successful completion of an approved project can be substituted for 3 credit

hours of honors work.

In the senior year, honors students enroll in the Honors Capstone.

Honors Capstone. The honors capstone promotes independence, self-reliant study, and appreciation of the intricacies of an academic discipline within the broader spectrum of the liberal arts. The senior capstone project allows students to design and implement a year-long project in their major department(s). Students submit a capstone proposal at the end of the junior year, which is then reviewed and approved by the Honors Council. The student's work is supervised by a committee comprised of departmental representatives and Council members. Successful completion of the capstone includes submission of a written report at the end of the second semester, a public presentation, and an oral defense of the thesis before the supervisory committee.

Summer research program. The Honors Council also administrates the summer research program, which is open to all Hampden-Sydney students who meet the application requirements. The summer research program includes research grants awarded to rising sophomores, juniors, or seniors who show exceptional promise as independent researchers. Application is made to the Honors Council.

MINOR IN ASIAN STUDIES

The Asian Studies Minor consists of the following requirements: A minimum of eighteen hours to be chosen from at least three of the Departments of Modern Languages, History, Fine Arts, Government and Foreign Affairs, and Religion. The most typical configuration is six hours of language and twelve hours selected from at least two other disciplines, but it is also possible to do eighteen hours of coursework selected from at least three different disciplines, with a restriction of nine hours maximum in a single discipline counting towards the minor. Students electing to pursue this minor develop their course of study in consultation with their major advisor and the Asian Studies advisor, Professor Dinmore.

One course is to be a three hour 495 independent study taken in one of the above disciplines. This course serves as a "capstone" experience and its product is a twenty page research paper or its equivalent. The capstone paper is evaluated by the director of the independent study and the Asian Studies advisor.

An immersion experience, approved by the Asian Studies advisor, in language study and/or cultural study is strongly recommended.

Courses that count towards the Asian Studies minor include the following: Chinese 101-102 (Introduction to Chinese); Chinese 201-202 (Intermediate Chinese); Theatre 201 (Asian Theatre); GVFA 225 (Government and Politics of the Middle East); GVFA 226 (Government and Politics of Asia); History 205-206 (East Asia); History 207-208 (Middle East Survey); History 325 (East Asia in the Age of Imperialism); History 326 (East Asia in Revolution); History 345 (The Mongol Expansion); History 346 (Samurai Culture in Japanese History); Religion 103 (Introduction to World Religions); Religion 202 (Religions of South Asia); Religion 203 (Religions of East Asia); Religion 204 (Islam); Religion 405 (Seminar in World Religions).

Courses not on this list may count towards the minor, subject to the approval of the Asian Studies advisor.

Core curriculum courses may be used to satisfy the requirements for this minor.

MINOR IN LATIN AMERICAN STUDIES

The Minor in Latin American Studies consists of eighteen hours in addition to successful completion of Spanish 201-202 or any 300-level course in Spanish. The eighteen hours of coursework must include (a) two or more courses from among History 209, History 210, Government and Foreign Affairs 227, Spanish 302, or Spanish 304; (b) three or more additional Latin American related courses chosen from two different departments, at least one of which must be at the 300-400 level and may not have been used already to satisfy category (a) of the minor; (c) Interdisciplinary Studies 450, 451, 452, or 453; and (d) six credit hours in an approved study abroad program in a Latin American country. Study abroad courses which do not have a Latin American emphasis may be taken, but will not count toward the eighteen credit hours required for the minor. An internship experience in a Latin American country may be substituted for the six credit hours of study abroad, provided that it includes an academic component and is approved in advance for the minor. Recommended courses for satisfying category (b) of the minor include History 322, Spanish 310, 401 or 405, or any 300 or 400-level course with a Latin American emphasis, with prior approval from the Director, Professor Lehman. A student may petition the Director to add a course in substitution for one of the above if he can make the case that it is relevant to the interdisciplinary nature of the minor and/or his own specific interests in Latin America.

Students pursuing a major or an additional minor in a related field (i.e. Spanish or History) may

apply up to six credit hours toward both minors, or toward the related major.

MINOR IN ENVIRONMENTAL STUDIES

The Environmental Studies Minor prepares students to understand and respond to the critical environmental challenges of the twenty-first century. With only one earth, whose resources are rapidly being exhausted by an ever-increasing population's consumption, the vocation of the "good man and good citizen" is to come to a critical understanding of the environmental issues involved and to envision strategic responses of sustainability and trusteeship. Consistent with the interdisciplinary character of Hampden-Sydney College's liberal arts tradition, the minor draws perspectives on the environment from the natural sciences, social sciences, and humanities. The minor requires students to complete coursework in each division so that they can appreciate the multi-dimensional character of the environment as viewed through scientific, political and economic, literary, and ethical and religious lenses. The minor is coordinated by a steering committee from disciplines which mirror these diverse perspectives.

Students with a particular interest in environmental studies may elect to follow, in addition to the regular academic major, a coherent pattern of courses oriented to the environment. Students are introduced to both the scientific and the humanistic dimensions of environmental issues. The requirements for the minor are (a) Biology 108; (b) one course chosen from Physics 107, 108 and Chemistry 105, 106, or 110 and 151; (c) one course chosen from Economics 212 or Government and Foreign Affairs 234; (d) two courses, from two different departments, chosen from English 199, Religion 103, 225, and 329; and (e) Interdisciplinary Studies 372. There are also extracurricular programs and internships. Students interested in the minor should consult the coordinator, Professor Goodman.

WILSON CENTER FOR LEADERSHIP IN THE PUBLIC INTEREST

Inaugurated in 1996, the Wilson Center for Leadership in the Public Interest oversees campus-wide efforts to prepare students, alumni, and the people of Southside Virginia to be informed citizens and effective leaders.

The James Madison Program in Public Service

One of the programs of the Wilson Center is the James Madison Public Service Certificate Program for students interested in careers in government. Those who successfully complete the Minor receive

the Public Service Certificate and have their participation noted on their transcripts. Full-time students who wish to participate in this program must apply for admission in their sophomore year. If admitted, they are required to complete Interdisciplinary Studies 375 by the end of their junior year. Beginning in the fall of their junior year, students are urged to enroll in special one-hour "lab" classes (Interdisciplinary Studies 377-380) that are offered each semester. The other courses required for the Minor are Interdisciplinary Studies 395 (Public Service Internship Research Project), and at least three of the following (but no more than two from any one department): (1) Economics 208; (2) Business 231; (3) Economics 402 or Government and Foreign Affairs 231; (4) Interdisciplinary Studies 440 or 465; (5) Philosophy 314 or Religion 225; (6) Government and Foreign Affairs 230 or 333; (7) Government and Foreign Affairs 332; (8) Psychology 310; (9) Rhetoric 210; and (10) Interdisciplinary Studies 320. In extraordinary circumstances, a student whose project can better be accomplished through pure research can petition the Public Service Program Committee to pursue research in the place of Interdisciplinary Studies 395.

Students enrolled in the certificate program are expected to engage in community service activities either as participants in the "Good Men, Good Citizens" program or through association with organizations such as Habitat For Humanity. Finally, completion of the certificate requires satisfaction of the requirements of the Society of '91 leadership program that falls under the Office of Student Affairs or participation in the annual leadership workshops offered by the Wilson Center for Leadership in the Public Interest.

Second-semester sophomores who wish to be considered for participation in the certificate program should have a GPA of at least 2.7 and must submit an application, including an essay, to the Director of the Public Service Program, Dr. David E. Marion, Wilson Center Fellow. For additional information, contact Dr. Marion at the Wilson Center at (434) 223-7077.

Military Leadership and National Security Studies Track

The Military Leadership and National Security Studies track in the public service program is designed for students who are interested in the historical, political, cultural, ethical, and legal dimensions of national security policy as well as the place and role of the military in American society. Participation in this program will enrich the college experience of all students, and particularly those

students enrolled in the ROTC program or who hold positions with National Guard or Reserve units; however, students need not be in the ROTC program to participate in the certificate program, and participation in the ROTC program will not guarantee admission to the certificate program. Those who successfully complete the Minor receive a certificate in Military Leadership and National Security Studies and have their participation noted on their transcripts.

Students enrolled in the program must complete one required course during each of their final three years at Hampden-Sydney College: Interdisciplinary Studies 275 (sophomore year), History 377 (junior year), and Interdisciplinary Studies 440 (senior year). Students also must complete at least two courses from separate departments, selected from Government and Foreign Affairs 242, 342, or History 313; Government and Foreign Affairs 442; Interdisciplinary Studies 465; Rhetoric 210; Religion 225 or Philosophy 314; Religion 103; Psychology 310; English 194; and Government and Foreign Affairs 230 or Interdisciplinary Studies 375. In addition, candidates for the certificate should strive to satisfy at least one of the following requirements: hold a student leadership position, participate in the Society of '91 Program, participate in an internship, and/or complete an approved summer military training program.

Students who wish to be considered for participation in the Military Leadership and National Security Studies Track must have a cumulative GPA of at least 2.5 and must submit an application to Professor Simms at the Wilson Center at (434) 223-7077.

INTERNSHIPS

Students may receive academic credit for internships related to their academic fields of study. Such internships combine work done normally in the summer with on-going course work and the production of a substantial research paper on a related issue. See under Course Offerings: Internship.

INTERNATIONAL STUDIES

In addition to the College's own academic study-abroad programs, Hampden-Sydney students are eligible to participate and earn academic credits in approved foreign-study programs sponsored by other colleges or educational organizations. These programs offer a variety of opportunities for study throughout the world.

Students in full-year or semester programs should have earned a minimum of 45 hours with a grade-point average of 2.5 at the time of

undertaking foreign study. Ordinarily, full-year or semester programs of foreign study are approved from the second semester of the sophomore year through the junior year. Seniors wishing to study abroad during the academic year must first seek a waiver.

Grades in courses taught in a foreign country by Hampden-Sydney professors and courses offered in a program in which Hampden-Sydney College has policy-making and administrative oversight (e.g., the Virginia Program at Oxford) are computed in the grade-point average. Hampden-Sydney students are able to transfer credit hours for all passing work with a grade of C or better completed in programs endorsed by the International Studies Committee. All other foreign-study courses are considered for transfer credit on an ad hoc basis. Any student who studies abroad is responsible for providing the Office of Global Education and Study Abroad with transcripts of the work promptly on completion of the foreign study.

Students should make foreign-study plans in consultation with their academic advisor and the Director of Global Education and Study Abroad. Students should contact the Office of Financial Aid to consider the impact of foreign study on their financial aid. Some financial aid may be available to eligible Hampden-Sydney students wishing to study abroad. Information about foreign-study programs is available from the Office of Global Education and Study Abroad.

To encourage and facilitate foreign study, the International Studies Committee of the Faculty approves foreign-study programs in two categories:

I. Endorsed programs: This is a select list of semester and academic-year programs chosen for their compatibility with the College's goals and curriculum, students' living and classroom status at the host institution, and the location of the programs. Students are expected to take at least one course in the language (where the dominant language is not English) and the culture of the host country. These programs are the principal foreign-study programs recommended to Hampden-Sydney students. Courses taken in these programs must be approved in advance by the chairs of the academic departments involved. The current listing of endorsed programs is available from the Office of Global Education and Study Abroad.

The addition of a foreign-study program to the College's list of endorsed programs requires an in-depth review by the International Studies Committee of the Faculty and subsequent approval by the Dean of the Faculty, followed by the completion of an articulation agreement with the

host institution for the program. In order to allow sufficient time for this process, requests for such additions must be submitted to the International Studies Committee of the Faculty at least one full semester in advance of the desired date of participation in such a program.

II. Programs for Modern Language Majors: The Department of Modern Languages endorses certain programs for the purpose of satisfying the foreign-study requirement by its majors. These programs are endorsed for modern language majors and are not necessarily suitable for other students. Students should consult the Chair of the Department of Modern Languages about these programs.

VIRGINIA PROGRAM AT OXFORD

Among the endorsed programs is the Virginia Program at Oxford, a six-week summer program at St. Anne's College, Oxford University. Students earn six hours of course credit studying Tudor-Stuart History and Literature the Oxford way, in small tutorials with British faculty supplemented by lectures from many of the best historians and literary scholars in England. Students from Mary Baldwin and Roanoke Colleges, Virginia Military Institute, and Washington and Lee University also participate in the program. For more information, contact Professor Kagan of the Department of Fine Arts.

MAY TERM ABROAD

Each year Hampden-Sydney faculty develop May Term Abroad programs in special topics within their disciplines. These programs generally run from mid-May to mid-June and normally carry 3 to 6 hours of credit (depending on the structure of the program and the content of the courses associated with the program). Costs for these programs typically include Hampden-Sydney tuition, insurance, airfare, accommodations, some meals, ground transportation, entrance fees and tours pertinent to course content. May Term Abroad options are announced each fall; applications and non-refundable deposit fees are normally due on February 7. Students in good standing in the fall semester prior to the date of the summer program in which they wish to participate are eligible to apply. Any student placed on academic suspension in the semester prior to a May Term Abroad program will lose his eligibility to participate; a student placed on academic suspension is still responsible for any non-refundable costs.

MAY TERM

Hampden-Sydney conducts a five-week May Term starting one to two weeks after Commencement.

One of its purposes is to provide students with an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus. (See also May Term Abroad, above.) These special summer courses carry regular academic credit. In addition, certain courses offered during the regular session are also offered during the May Term so that students can accelerate progress toward graduation, meet requirements ahead of schedule, or repeat courses. The maximum load that a student may carry during the May Term is two courses (with any corequisite laboratories). Fees are charged by the course-hour. Students may live in Hampden-Sydney dormitories, and all College facilities are available for their use.

Students who are in good standing at Hampden-Sydney or other colleges are eligible for admission to the May Term; those on academic suspension from Hampden-Sydney or another institution are not eligible. Admission to the May Term in no way assures admission to a degree program at Hampden-Sydney College.

Credits earned during the May Term are applicable to degree programs and are transferable to other institutions. For Hampden-Sydney students on academic probation at the end of the spring semester, grades and quality units for May Term courses have no effect on the probation until the completion of the subsequent semester. Acceptance of May Term credits by other institutions depends on the policy of those institutions.

The application deadline for on-campus May Term courses is May 1. Applications for May Term Abroad courses are accepted in December and January, and non-refundable deposit fees are due on February 1. Other information, including the schedule of courses, is available early in the spring semester from the Associate Dean of the Faculty, Professor McDermott.

COOPERATIVE PROGRAMS

EASTERN VIRGINIA MEDICAL SCHOOL JOINT PROGRAM (BS/MD)

Through an agreement with Eastern Virginia Medical School (EVMS), outstanding premedical students may gain assurance early in their college careers of admission into medical school. Each year the EVMS Admissions Committee, in consultation with Hampden-Sydney's Health Sciences Committee, selects a small number of rising sophomores for a program that assures participants admission to EVMS upon satisfactory completion of their undergraduate studies at Hampden-Sydney.

The program also encourages selected students to choose from among the wide variety of courses in the liberal arts and sciences offered at Hampden-Sydney and relieves them of the stress associated with application to medical school. Additionally, EVMS waives the MCAT exam for students accepted through the early assurance program. Although these students are assured of admission, they are not obligated to attend EVMS upon graduation from Hampden-Sydney. For more information concerning this program, interested students should contact the Chair of the Health Sciences Committee early in their freshman year.

THE GEORGE WASHINGTON UNIVERSITY SCHOOL OF MEDICINE EARLY SELECTION PROGRAM

Through an agreement with The George Washington University School of Medicine and Health Sciences, outstanding premedical students may be selected at the end of their sophomore year to enter the medical school at The George Washington University once they have completed the requirements for graduation from Hampden-Sydney College. The early selection process allows these highly qualified premedical students greater flexibility in course selection as they complete the baccalaureate degree. Additionally, GWU waives the MCAT exam for students accepted through the early assurance program. Acceptance of any offer into this program is binding, and it is expected that students will matriculate at GWU the fall semester following graduation. For more information concerning this program, interested students should contact the Chair of the Health Sciences Committee early in their freshman year.

THE VIRGINIA COMMONWEALTH UNIVERSITY SCHOOL OF MEDICINE EARLY SELECTION PROGRAM

Through an agreement with Virginia Commonwealth University School of Medicine, two outstanding premedical students may be selected at the end of their sophomore year to enter the medical school at Virginia Commonwealth University once they have completed the requirements for graduation from Hampden-Sydney College. The program also encourages selected students to choose from among the wide variety of courses in the liberal arts and sciences offered at Hampden-Sydney and relieves them of the stress associated with application to medical school. Although these students are assured of admission, they are not obligated to attend VCU upon graduation from Hampden-Sydney. Admission to VCU Medical School is

contingent on the student's receiving the national average score on the Medical College Admissions Test (MCAT). For more information concerning this program, interested students should contact the Chair of the Health Sciences Committee early in their freshman year.

DUKE UNIVERSITY FUQUA SCHOOL OF BUSINESS EARLY ADMISSION PROGRAM: MASTER OF MANAGEMENT STUDIES

Each year, the Dean of the Faculty and the President together shall nominate up to four H-SC students in their junior year, to interview as candidates for early admission to the one-year Master of Management Studies (MMS): Foundations of Business program at Duke University's Fuqua School of Business. The names of the nominees are submitted by January 30 of each application year. Hampden-Sydney students who are nominated through this process receive a waiver of the typical application fee for the MMS program, but apply directly to the Fuqua School of Business through the normal application process and are expected to meet all admissions standards. The applicants automatically qualify for interviews for the MMS program which are scheduled directly with the candidates through the Fuqua Office of Admissions. While no promises or guarantees of admission, implicit or explicit, are made, when making admissions decisions the Fuqua Office of Admissions shall give due consideration to qualitative factors in the Hampden-Sydney nominee's background that would make him a desirable member of the class entering in the year following the student's graduation from Hampden-Sydney. Any admitted student is required to maintain his grade point average at the minimum acceptable level, as set by the Fuqua Office of Admissions, during his remaining semesters at Hampden-Sydney or the offer of admission to Fuqua will be withdrawn. For students admitted early, the Dean of the MMS program may choose to make certain recommendations for courses and internships that the admitted student should complete during his final year at H-SC. Interested students must contact the Dean of the Faculty by the beginning of November of their junior year for more information on the application and nomination process.

THE UNIVERSITY OF VIRGINIA DARDEN SCHOOL OF BUSINESS PREFERRED CONSIDERATION PROGRAM: MASTER OF BUSINESS ADMINISTRATION

Each year, the Dean of the Faculty and the President together shall nominate up to four H-SC graduates,

which may include exceptional members of the current year graduating class, to interview as candidates for admission to the MBA program at the University of Virginia's Darden School of Business. The names of the nominees are submitted by January 30 of each application year. Nominated candidates receive a waiver of the typical application fee for the MMS program, but apply directly to Darden through the normal application process and are expected to meet all admissions standards. The applicants automatically qualify for interviews for the MBA program which are scheduled directly with the candidates through the Darden Assistant Dean of MBA Admissions to occur at the appropriate point in the application process. While no promises or guarantees, implicit or explicit, are made, when making admissions decisions, Darden shall give due consideration to qualitative factors in the Hampden-Sydney nominee's background that would make him a desirable member of the entering class. For truly exceptional nominees who are recent H-SC graduates or members of the graduating class, due consideration is given to a deferred admissions offer, consistent with terms and conditions that such an offer entails. Interested Hampden-Sydney graduates and current students must contact the Dean of the Faculty by the beginning of November for more information on the application and nomination process.

DUAL-DEGREE PROGRAM IN ENGINEERING, HAMPDEN-SYDNEY COLLEGE AND THE UNIVERSITY OF VIRGINIA

Hampden-Sydney College offers students interested in a career in engineering the opportunity to earn a Bachelor of Science degree from the College and a master's degree from the School of Engineering and Applied Science at the University of Virginia in approximately five years.

A dual-degree candidate enrolls as a science or mathematics major at the College for his first three years. Upon completion of the College's core and major requirements with a B+ or higher average in his mathematics and science courses as well as overall, he applies for admission to the University of Virginia's School of Engineering and Applied Science as a special non-degree undergraduate student. Provided that the student earns grades of C or higher in the appropriate courses at the University of Virginia, transfer credit is awarded to complete the bachelor's degree at the College. The student then is eligible to apply to a graduate program in the School of Engineering and Applied Science.

The graduate portion of the program normally

requires 12 months of work to obtain a Master of Engineering degree or one and one-half years to obtain a Master of Science degree, which requires the writing of a thesis. In some instances, the master's degree may be bypassed if a student proceeds to the doctorate.

Interested students should contact the Chair of the Department of Physics and Astronomy for further information.

DUAL-DEGREE PROGRAM IN PHYSICS, MATHEMATICS, APPLIED MATHEMATICS, COMPUTER SCIENCE AND ENGINEERING, HAMPDEN-SYDNEY COLLEGE AND OLD DOMINION UNIVERSITY

This dual-degree program makes it possible for undergraduate students to earn a Bachelor of Science degree in Physics, Mathematics, Applied Mathematics, or Computer Science from Hampden-Sydney College and a Bachelor of Science degree in Civil, Computer, Electrical, Modeling and Simulation, or Mechanical Engineering from Old Dominion University in five years (five and one-half years in Computer Engineering). Dual-degree candidates first declare a major in Physics, Mathematics, Applied Mathematics, or Computer Science at Hampden-Sydney College for the first three years and transfer to the Batten College of Engineering and Technology at Old Dominion University for the final two (or two and one-half) years of their undergraduate studies. The dual-degree program is carefully constructed to meet all degree requirements of both institutions and is consistent with established Old Dominion University transfer policies.

Upon completing the prescribed courses with a minimum 2.7 grade point average and a C or better in all applicable courses during the first three years at Hampden-Sydney College, dual-degree students complete the transfer admissions application to Old Dominion University. In addition to the minimum grade point average, students are required to meet all other admission requirements at Old Dominion University. Upon completing specified courses listed in the articulation agreements, students are awarded the Bachelor of Science degree in Physics, Mathematics, Applied Mathematics, or Computer Science from Hampden-Sydney College usually at the end of the fourth year. At the conclusion of the fifth year or when all prescribed courses are completed so that the requirements for the Bachelor of Science degree in Civil, Computer, Electrical, Modeling and Simulation or Mechanical Engineering at Old Dominion University have been fulfilled, the appropriate Bachelor of Science degree

is awarded by Old Dominion University.

The Engineering Committee and the student's major advisor at Hampden-Sydney College will guide students during the first three years to ensure that the requirements for the Bachelor of Science degree at H-SC and the majority of the requirements for the first two years of Engineering at Old Dominion University have been met. Each student completes the on-line transfer student application and pays the appropriate application fee to Old Dominion University in addition to requesting that all official transcripts be sent to the ODU Office of Admissions for acceptance. The Associate Dean of the Batten College of Engineering and Technology at Old Dominion University ensures that the dual-degree students are properly advised after transferring to Old Dominion University. Once the student has completed the necessary courses at ODU to complete the Bachelor of Science degree in Physics, Mathematics, Applied Mathematics, or Computer Science from Hampden-Sydney College, the student must apply for graduation from H-SC, having ODU transcripts sent to the Registrar for evaluation and posting to the H-SC transcript. The final Hampden-Sydney transcript with the Bachelor of Science degree posted must be sent to ODU's Office of Admissions for posting to the ODU record; submitted in conjunction with a new admission application (no new fees assessed) as a second-degree seeking student. At this point, the student's ODU record is adjusted to second-degree status, thus satisfying all lower division general education requirements for the Bachelor of Science in the engineering discipline. At the beginning of the last year of study at ODU, the student must apply for graduation for the second degree.

NYU SPRING IN NEW YORK PROGRAM

Hampden-Sydney students interested in participating in the Spring in New York program should complete the NYU online application by the December 1st deadline (November 1st for international students). Students who meet NYU's visiting student admission criteria (defined as having a GPA of 3.0 or above) will be admitted to the Spring in New York program. Exceptions may be made on a student-by-student basis.

Once admitted, Hampden-Sydney students would have access to hundreds of NYU courses permitted to visiting students. Some NYU courses (especially those in the School of Engineering, the Stern School of Business, and arts programs in the Steinhardt School and Tisch School of the Arts) may have prerequisites that Hampden-Sydney students

have not completed and therefore students may be ineligible to enroll in those specific courses.

WASHINGTON SEMESTER AND WORLD CAPITALS PROGRAMS

Hampden-Sydney College is one of approximately 100 colleges and universities whose students are eligible to participate in the Washington Semester and World Capitals Programs of American University in Washington, D.C.

The Washington Semester Program is designed to afford qualified students an opportunity to study American government in action through courses in the School of Government and Public Affairs of American University and through direct discussion with major public officials, political figures, lobbyists, and others active in national government. In addition to the regular Washington Semester, the arrangement with American University includes programs in Urban Affairs, Foreign Policy, Criminal Justice, Economic Policy, American Studies, and Science and Technology.

The World Capitals Program offers semester-long academic work in such cities as Beijing, Brussels, Buenos Aires, London, and Vienna.

Each program has three components:

The Seminar (8 credit hours) consists of both required readings and discussions among students, faculty, and invited speakers.

The Internship (4 credit hours) provides each student with an opportunity to gain first-hand experience as a member of the staff of an organization directly involved in the area of study.

The Research Project (4 credit hours) gives students latitude for independent research in subjects and issues of personal interest.

Applicants must be seniors, juniors, or second-semester sophomores at the time of their participation in the Program. They must possess a cumulative grade-point average of 2.5 or above. Successful applicants pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

Application procedures are announced twice a year. Interested students should contact Professor Carroll of the Department of Government and Foreign Affairs for further information.

MARINE SCIENCE EDUCATIONAL CONSORTIUM

Students who are preparing for careers in the marine sciences, or who have a strong interest

in oceanography, may apply to train at a marine facility through the Marine Science Educational Consortium (MSEC) of the Marine Laboratory of Duke University. Through MSEC the students have priority access to formal courses and supervised research in the marine sciences.

Enrollment in the academic term-in-residence program is limited; admission is made on the basis of the student's ability to complete the course of study. All students will be eligible for Duke University course credit. For further information, including the Marine Laboratory Bulletin with its complete description of facilities, faculty, and opportunities, see Professor Werth of the Department of Biology.

EXCHANGE

Hampden-Sydney College participates with Hollins University, Randolph-Macon College, Randolph College, Mary Baldwin College, Sweetbriar College, and Washington and Lee University in a program known as EXCHANGE: A College Consortium. This program, designed primarily for juniors, enables students of the College to study for a semester or academic year at one of the other schools. The program is intended to broaden the educational opportunities of students and to provide a different campus environment. The eligibility of students to participate in EXCHANGE is determined by the home institution. Interested students should apply to the Registrar.

LONGWOOD UNIVERSITY COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a cooperative arrangement with Longwood University, a state institution in nearby Farmville, under which full-time students at either institution may enroll in certain courses at the other institution without added expense for course tuition, though students may be responsible for incidental expenses such as laboratory, material, or parking fees. A list of approved Longwood University courses is maintained by the Registrar. Application for a Longwood course is made through the Registrar at Hampden-Sydney, preferably during the Add period at the beginning of each semester. Students are admitted to courses on a space-available basis.

ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

As part of the Longwood University Cooperative Program, Hampden-Sydney students may enroll in the Army Reserve Officers Training Corps

(ROTC) program. Application for the following Military Science and Leadership (MSCL) courses is made through the Registrar at Hampden-Sydney, just as for any other course at Longwood University. Students interested in the ROTC Program should contact LTC Rucker Snead (USA, Ret) at the Wilson Center at (434) 223-7077 or rsnead@hsc.edu. Such courses are recorded on the student's transcript. However, Military Science and Leadership courses do not count as hours toward graduation, nor are grades earned in them included in a student's grade-point average.

Longwood University offers the following ROTC courses:

MSCL 101. Foundations of Officership.

Introduces students to fundamental components of service as officers in the United States Army. These initial lessons form building blocks of progressive lessons in values, fitness, leadership, and officership. Additionally, addresses "life skills," including fitness, communications theory and practice (written and oral), and interpersonal relationships. Prerequisite: first- or second-year class standing.

MSCL 102. Introduction to Leadership.

Introduction to "life skills" of problem-solving, decision-making, and leadership designed to help students in the near-term as leaders on campus. Will also help students be more effective leaders and managers in the long-term, whether they serve in the military or as leaders in civilian life. This course is designed to introduce the student to fundamental officer skills such as map-reading, land navigation, tactics, and leadership values/actions. Using these basic skills, students will build a rudimentary understanding of the core competencies necessary to become an Army officer and leader. Prerequisite: first- or second-year class standing.

MSCL 201. Innovative Team Leadership.

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises, and participating in leadership labs. The focus continues to build on developing knowledge of the leadership values and attributes through understanding Army rank, structure, and duties, as well as broadening knowledge of land navigation and squad tactics. Case studies provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment. Prerequisites: MSCL 101-102.

MSCL 202. Foundations of Tactical Leadership.

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. The course provides a smooth transition into MSCL 301. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Prerequisite: MSCL 201.

MSCL 204. Leader's Training Course. Five-week summer course consisting of leadership training at Fort Knox, Kentucky. Completion of this course equates to completion of MSCL 101-202 and enables students to enroll in the advanced military leadership courses. The amount of academic credit awarded depends upon the amount of basic military science credit previously earned. Travel pay and salary provided through Department of Military Science and Leadership. Prerequisites: enrollment in the ROTC program, military service obligation, and permission of department chair.

MSCL 205. Military History. Analyzes the US Army from Colonial times to the present. It emphasizes the Revolutionary War, Civil War, and 20th-century wars. It focuses on the Army's leadership, doctrine, organization, and technology, while simultaneously investigating the intellectual and ethical aspects of the Army in American and world society.

MSCL 301. Adaptive Team Leadership. Cadets are challenged to study, practice, and evaluate adaptive team leadership skills as they are presented with the demands of the ROTC Leader Development and Assessment Course (LDAC). Challenging scenarios related to small-unit tactical operations are used to develop self-awareness and critical-thinking skills. Cadets receive systematic and specific feedback on leadership abilities. Prerequisites: MSCL 202 and 204, or permission of department chair.

MSCL 302. Leadership in Changing Environments. Instruction and case studies that build upon leadership competencies and military skills attained in MSCL 301 in preparation for future responsibilities as army officers. Specific instruction is given in individual leader development, planning and execution of small-unit operations, individual and team development, and the army as a career choice. Prerequisite: MSCL 301, or permission of department chair.

MSCL 390. Independent Study. In-depth exploration of a subject not included in other courses offered by the department, done independently under the supervision of a faculty member. Prerequisites: two semesters of Military Science and permission of department chair.

MSCL 401. Developing Adaptive Leaders. Develops student proficiency in planning, executing, and assessing complex operations; in functioning as a member of a staff, and in providing feedback to subordinates. Cadets are given situational opportunities to assess risks, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare them to make the transition to becoming Army officers. During the fourth year students lead cadets at lower levels. Both the classroom and battalion leadership experiences are designed to prepare cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use battalion operations situations to teach, train, and develop subordinates. Prerequisite: MSCL 302, or permission of department chair.

MSCL 402. Leadership in a Complex World. Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for Basic Officer Leaders Course (BOLC) II and III and their first unit of assignment. The course uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Prerequisite: MSCL 302, or permission of department chair.

Scholarships are available for participants in ROTC.

CAREER PREPARATION

Because liberal education stresses breadth of learning rather than narrow specialization, Hampden-Sydney students are prepared for a variety of career choices. Those students who wish to enter graduate school or one of the professions requiring training beyond the undergraduate level will find appropriate educational opportunities, academic programs, and guidance at Hampden-Sydney. Students

are encouraged to contact the Office of Career Education and Vocational Reflection early in their academic careers for guidance and assistance while exploring and preparing for career opportunities.

GRADUATE STUDY

Students who plan to pursue graduate work maintain close liaison with members of the faculty in the area in which they plan to continue their education. To gain admission to graduate school, an applicant is expected to have done undergraduate work of high quality. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

BUSINESS

Liberal education at Hampden-Sydney establishes a strong and broad educational foundation appropriate to later work in business. Whatever a student's major department may be, he learns the skills essential to working in any business and develops an understanding of his society and the people with whom he deals.

Hampden-Sydney graduates have entered the fields of business from every major program of the College. Many prepare for business careers by electing a major such as Economics and Business. Some continue their education in Master of Business Administration (M.B.A.) graduate programs. Students interested in careers in business or study in an M.B.A. program should contact Professor Gibson of the Department of Economics and Business.

THE CHRISTIAN MINISTRY

Hampden-Sydney provides an excellent foundation for those who wish to become Christian ministers. Theological seminaries do not specify particular courses as prerequisites for admission, but instead urge those who contemplate entering the Christian ministry to take a broadly based selection of courses in the humanities and in the social and natural sciences. While not requiring Hebrew and Greek for admission, seminaries recommend that a prospective minister acquire in his undergraduate training a working knowledge of those languages.

ENGINEERING

Hampden-Sydney's programs in the natural sciences, mathematics, and computer science offer exceptional preparation for careers in engineering.

The College fosters a successful dual-degree program with the University of Virginia and a second dual-degree program in Physics and Engineering with Old Dominion University. The College offers a solid core of subjects that provide a foundation for many engineering specialties. Hampden-Sydney's small classes and opportunities for close student-faculty contact strengthen that foundation.

Students interested in a career in engineering should see the Chair of the Department of Physics and Astronomy early in their freshman year.

GOVERNMENT

The academic program of the College is ideal for preparing students for public service. Students from all majors have entered careers in government or other public arenas. One path to such a career is the Public Service Certificate Program, a part of the Wilson Center for Leadership in the Public Interest (above), which combines courses in ethics, economics and business, and government and foreign affairs, as well as an internship, in preparing students for significant roles in government.

LAW

Students planning a career in law are encouraged to follow a broad, liberal course of study. In fact, the Association of American Law Schools recommends liberal education because "many of the goals of legal education are also the goals of liberal education." A program of study in which students develop the habits of thoroughness, intellectual curiosity, logical thinking, analysis of social institutions, and clarity of expression is strongly recommended. Those skills are employed throughout the liberal-arts curriculum in the study of ethics, history, rhetoric, literature, politics, mathematics, the sciences, and languages.

At Hampden-Sydney, the Pre-Law Society guides and assists students in preparing for law school and the legal profession. The Society disseminates information about admission to law schools and about preparation for the Law School Admission Test (LSAT); it also brings to the College guest speakers to discuss legal issues, sponsors visiting lecturers, and arranges trips to visit courts in session. Students interested in a law career should get in touch with Professor Carroll of the Department of Government and Foreign Affairs.

MEDICINE AND DENTISTRY

A liberal education such as that offered by Hampden-Sydney is excellent preparation for those students who wish to pursue medical training and careers in the medical professions. According to recent editions of Medical School

Admissions Requirements (MSAR), published by the Association of American Medical Colleges, all medical schools "recognize the importance of a broad education-a strong foundation in the natural sciences (biology, chemistry, mathematics and physics), highly developed communication skills, and a solid background in the social sciences and humanities."

A majority of medical and dental applicants major in science, though the choice of major in itself has no influence on chances for acceptance by a medical school. Again according to MSAR, "The medical profession seeks individuals from diverse educational backgrounds who will bring to the profession a variety of talents and interests." Students with strong interests in two fields sometimes elect a double major.

Whatever his major and choice of electives, the student should choose each semester a challenging curriculum that assists in his rapid development and builds a strong record for admission. Virtually all U.S. medical and dental schools require at least two semesters each of basic courses, with laboratories, in biology, chemistry, and physics. A candidate's performance in these courses generally carries more weight in the admissions process than that in other courses, particularly for the non-science major who has less additional science work for consideration. Certain medical and dental schools list additional required or recommended courses in such fields as mathematics and rhetoric or English. Students should consult MSAR for the particular requirements of each institution to which they may apply.

Every U.S. medical school requires applicants to take the Medical College Admissions Test (MCAT), and every dental school, the Dental Admissions Test (DAT). The MCAT, given twice a year at Hampden-Sydney, and the DAT, given twice a year in Richmond, are normally first taken in the spring of the junior year.

The Health Sciences Committee of the Faculty advises students on their preparation for medical and dental schools and assists them in the application process. On request, the Committee prepares recommendations for transmittal to all institutions to which the student has applied. In addition, the College participates in a joint program with Eastern Virginia Medical School, through which outstanding students receive early assurance of admission to medical school; another with the George Washington University School of Medicine, through which outstanding premedical students may be selected at the end of their sophomore year to enter the medical school once they have

completed the requirements for graduation from Hampden-Sydney College; and a third with Virginia Commonwealth University School of Medicine. Students planning a career in medicine or dentistry should contact the Chair of the Committee no later than the spring semester of their freshman year.

SECONDARY-SCHOOL TEACHING

A broadly based liberal education, with a strong major in the field to be taught and supporting courses in related areas, provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. Courses needed to satisfy the certification requirements of the State of Virginia for some majors offered at Hampden-Sydney may be taken at Hampden-Sydney, at Longwood University (through the cooperative program), or at an EXCHANGE institution. Students who wish to earn full certification should consult the Associate Dean of the Faculty, preferably during the fall of their freshman year, because certain prerequisite courses must be completed by the end of the sophomore year in order to obtain teaching certification at graduation.

In support of its commitment to secondary-school teaching, the College annually awards several Brown Teaching Fellowships, which help defray the cost of certification courses for students intending to teach in public school systems. Interested students should consult the Associate Dean of the Faculty, Professor McDermott.

EDUCATIONAL SUPPORT FACILITIES AND SERVICES

THE WALTER M. BORTZ III LIBRARY AND FUQUA TECHNOLOGY COMMONS

Opened in the fall of 2007, the library facility, named the Walter M. Bortz III Library in 2009, provides information resources and student and faculty services required to support the College's liberal-arts curriculum. The ability to use an academic library with confidence is one of the distinctive marks of an educated person. By means of formal and informal instruction in research methods, students are encouraged to progress from the heavy reliance on textbooks and assigned readings characteristic of the freshman to the independent work of the graduate scholar.

The Walter M. Bortz III Library provides an open and inviting atmosphere for study and learning. The wireless configuration of the building makes it easy for students and faculty to use laptops,

mobile devices or the desktops provided on every floor. Eleven group study rooms are available for use and convenient carrels and tables provide quiet space for study. There is a designated silent study area on the first floor. The library houses more than 250,000 volumes, 100,000 cataloged e-books, and more than 60,000 e-journals, an extensive media collection, and a collection of government documents. The book collection is arranged in open stacks on the third floor with oversize volumes and reference books on the main floor, and bound periodicals on the first floor. Open 99 hours per week while classes are in session, the Library provides a pleasant environment for individual or group study and research. The public services staff provides assistance weekdays and most evenings, and conducts classes on library research methods. Through the College's centralized computer network, users can access the Library's on-line catalogue, more than 60,000 online journals and newspapers, and a variety of national and international indexes and databases. Access is available from computers located in the Library itself, in dormitories, in academic buildings, and anywhere in the world via the internet.

The Library also supports the College's learning management system, Canvas. Currently 80% of classes are available through Canvas online. Students may consult syllabi, participate in online class discussions, engage in group networking, visit external links, and exchange papers with faculty. Access to Canvas is available online, from any computer, anywhere in the world.

The Fuqua Technology Commons (FTC), located on the main floor of the Library, houses an extensive collection of sound and video resources. Equipment such as laptops, digital cameras, digital video cameras, digital voice recorders, and GoPro cameras are available for student use. The FTC meets student and faculty needs through such services as circulating audio/visual resources, consulting on projects involving instructional technology, and aiding in the production of educational media. Multimedia production, video and audio production/editing, and instruction are available by appointment. Book and sheet-feed scanning is available all open hours. The FTC is also the home of the only open Mac computer lab on campus, with thirteen 27" iMac computers.

In addition to multimedia viewing rooms and a media lab, the Technology Commons houses the Jessie Ball du Pont Classroom for use by faculty and students wishing to make media-supported presentations to groups of up to thirty.

JOHN BROOKS FUQUA COMPUTING CENTER

The mission of John B. Fuqua Computing Center is fivefold: (1) implementing, developing, and maintaining the College technology infrastructure; (2) providing technology training and support for general-use software; (3) life-cycle technology planning, development, implementation, and support; (4) assuring stability, reliability, and security of all applications, systems, and networks; and (5) developing, maintaining, and assuring compliance with technology-related policies and procedures.

Location and Facilities

Located in Bortz Library, the Computing Center serves to meet the technological needs of the Hampden-Sydney community. The Computing Center houses all centralized computing systems which support both the administrative and academic requirements of the College.

Administrative Systems

The Computing Center implements and maintains the systems, applications, and infrastructure which support the business processes of the institution. This service is achieved by constantly assessing infrastructure performance and use, and addressing these areas either by modifying existing services and processes, or by incorporating new technology to support the needs of users.

Client Services

The commitment of the Computing Center is to offer professional-level technology services for all constituents of the Hampden-Sydney community. The Client Services Group of the Computing Center operates the Technology Helpdesk, is responsible for all associated support requests, and provides end-user training for general-use/standard software applications.

Web Services

The Web Services division of the Computing Center maintains and operates all official web sites of the College, assures integrity of all data posted on such sites, and leads the College in strategic planning and standards for all official and unofficial web pages within the "hsc.edu" domain.

Data Network

The Computing Center Network Group is responsible for the maintenance and operation of the Campus data network. The Network Group monitors all College Internet connections, conducts performance vs. use analysis of the network

infrastructure, and performs network upgrades to ensure the speed and reliability of the campus Local Area Network (LAN). Additionally, the Network Group is responsible for network security, as well as other critical network services. Ethernet and wireless access is provided throughout the campus in all academic, administrative, and residence areas.

Policies and Procedures

The Computing Center develops, recommends, and assures compliance with all technology-related policies and procedures of the College.

ESTHER THOMAS ATKINSON MUSEUM OF HAMPDEN-SYDNEY COLLEGE

The Museum, named for its founder and first director, strives to promote an awareness and understanding of the history of Hampden-Sydney College as it relates to its role in the history of Virginia and the United States, while serving to support and enhance the College's mission to form good men and good citizens in an atmosphere of sound learning. The Museum achieves its purpose by (1) collecting, preserving, and interpreting the history of the College and the community in which it exists from the birth of the College in 1775 to the present; (2) serving as an educational outreach tool, offering a variety of changing or traveling exhibitions to highlight classroom topics and symposiums, to honor faculty achievements, and to supplement other educational programs of the College; (3) serving the general public, providing a meaningful and educational experience through publications, exhibitions, tours, lectures, and other programs; (4) offering opportunities for volunteer work and internships; and (5) using electronic media to promote the College's history to a wider audience.

HAMPDEN-SYDNEY ATHLETICS

Mission Statement

The athletic program is important at any college, but is particularly important at Hampden-Sydney because of the overwhelming interest of our students in athletics; approximately 25% of the student body participates in intercollegiate athletics and over 70% in the intramural program. Athletics, quite simply, is vital to the wholeness of the College. Essentially, the program can be divided into several components: intramurals, intercollegiate athletics, lifetime sports, physical fitness, and recreational programs.

As indicated, intramurals constitutes an important element within the athletic program, especially given the large percentage of students who

actively participate at this level.

A lifetime sports and recreational program gives students an opportunity to keep physically fit while learning a new athletic skill that can be beneficial later in life.

Intercollegiate athletics plays a significant role at this college, not only because it provides an important outlet for many students, but also because such competition is good for participants. The varsity intercollegiate program can be and is a true character-building experience. One learns from winning, one learns from losing, and one learns from playing the game. One learns something about coping with pressure, commitment, loyalty, self-discipline, sacrifice, and pain—what it takes as well as what it means to compete. When one considers that 50% of all incoming freshmen intend to participate in the intercollegiate programs, then one realizes what athletics means to the College. Many of the best students at Hampden-Sydney are also varsity athletes, young men who come to this college in part to engage in intercollegiate athletics.

ACADEMIC POLICIES AND PRACTICES

Each student who enrolls at Hampden-Sydney is expected to become familiar with the regulations and practices set forth in the following section.

Academic rules, regulations, practices, and procedures are fundamental to the total educational program at the College. Questions regarding these regulations may be directed to the student's advisor, the Registrar, or the Office of the Dean of Faculty.

Exceptions to these policies may be considered by the Executive Committee of the Faculty under extraordinary circumstances if sufficient justification is offered. Petitions for such exceptions should be directed to the Executive Committee through the Office of the Dean of Faculty.

GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

<i>Grades</i>	<i>Quality Points Per Semester</i>
A.....	Excellent.....4
A-.....	3.7
B+.....	3.3
B.....	Good
B-.....	3
C+.....	2.7
C.....	Good
C-.....	2.3
D+.....	Fair.....2
D.....	1.7
D-.....	Poor
F.....	1.3
W.....	Failure
WF.....	0
W.....	Withdrew or Withdrawn
WF.....	Withdrew Failing or.....0
W.....	Withdrawn Failing
I.....	Incomplete.....0

GRADE REPORTING

At the end of every semester, a set of detailed instructions for accessing final grades on line via Tiger Web is sent to each student.

GRADE CHANGES BY FACULTY

Grade changes may be made by an instructor no later than five class days after the beginning of the next term in which the student is enrolled following the term in which the grade was given. An instructor, wishing to change the grade of a student who has enrolled in May Term, has until the fifth day of May Term for the change to be made. Faculty appeals to change a grade after these deadlines must be approved by the executive committee of the faculty. Student appeals for a grade change must follow the procedures outlined in the section below entitled "Grade Appeals."

GRADE APPEALS

A student who believes that his final grade reflects an arbitrary or capricious academic evaluation, or reflects discrimination based on race, color, sex, religion, age, national origin, handicap, sexual orientation, or veteran status may employ the following procedures to seek modification of such an evaluation:

1) He should first discuss the grade with the faculty member involved before the end of the drop period of the next academic term.

2) If the student's complaint is not resolved, the student may appeal the grade to the department chair. It is the student's responsibility to provide a written statement of the specific grievance with all relevant documentation (syllabus, graded work, guidelines for papers, presentations, etc.) attached.

3) If the department chair is unable to resolve the grade appeal to the satisfaction of both the student and faculty member involved, or the person giving the disputed grade is the department chair, then a written appeal with all relevant documentation may be made to the Dean of Faculty. The Dean may make recommendations to the student or instructor and will try to find an equitable solution to the dispute.

4) All parties to the grade appeal process are to maintain strict confidentiality until the matter is resolved.

The complete policy is available in the Office of the Dean of Faculty.

INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the Incomplete is given. Until an Incomplete is resolved, it will be counted as an F in the calculation of a student's grade-point average. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

A student who receives a grade of Incomplete for the spring semester, who, as a result, is potentially subject to suspension, and who wishes to enroll in May Term, has until the fifth day of May Term to complete the work for which he has received the grade of I (Incomplete). If such work has not been completed by the fifth day, or if the work is completed and the resulting cumulative academic record warrants suspension, the student shall be withdrawn from any May Term courses in which he is enrolled and any tuition paid will be refunded.

DEAN'S LIST

The Dean's List is compiled at the end of each semester. It lists those students who have earned at least a 3.3 grade-point average that semester, for at least 15 credit hours of work.

GRADUATION WITH HONORS

Graduation with honors shall be accorded to students who meet the following requirements:

- Summa cum laude, grade-point average of 3.7;
- Magna cum laude, grade-point average of 3.5;
- Cum laude, grade-point average of 3.3.

For honors in a particular department, see The Honors Program: Departmental Honors in this Catalogue.

DEFICIENCY REPORTS

If by the eighth week of classes a student, in the judgment of his instructor, is doing unsatisfactory work, the instructor may send him a deficiency report. The report includes a statement of the student's grade at that point in the semester as well as the reasons for the grade. Copies of the report are sent to all students' advisors and to the Dean of Faculty, and to parents or guardians of freshmen and first-semester sophomores. A student who receives a deficiency report is expected to consult his advisor and the instructor who issued the report, and to take action to improve his academic performance.

GOOD ACADEMIC STANDING

A student is in good academic standing if at the end of any semester he has an accumulated grade-point average of at least 2.0 and the credit hours listed below; a student who falls below the 2.0 average or the number of credit hours listed below is not in good academic standing:

Semester	1	2	3	4	5	6	7
Hours	12	26	41	57	73	89	105

STANDARDS GOVERNING ACADEMIC PROBATION AND SUSPENSION

1. A student whose cumulative grade-point average falls below the following standards will be placed on academic probation:

Effective Semester in College	1	2	3	4	5	6 or more
Accumulated Grade-Point Average	1.2	1.5	1.7	1.85	1.95	2.00

2. A student who is subject to continuing probation at the end of any probationary semester will be suspended from enrollment, unless he shows, in the judgment of the Executive Committee of the Faculty, marked improvement in his academic performance or evidence of an honest effort at improvement.

3. A student on academic probation who falls below the following standards will be suspended from enrollment:

Effective Semester in College	1	2	3	4	5	6	7	8	9
Accumulated Grade-Point Average	-	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9

4. A student who receives a grade of F in more than 50% of the hours he has attempted in any one semester will be suspended from enrollment.

5. A student who returns to Hampden-Sydney after an academic suspension or other absence and whose academic record justifies his being on probation at the time of his return will be placed on academic probation. A student who returns after an academic suspension will ordinarily be held accountable to the standards pertaining to probation and discretionary suspension (as described in regulations 1 and 2 above) applicable to the semester at the end of which he was suspended, thus dropping back one semester relative to the requirements specified in those standards. This status will not be changed by transfer credit of up to ten hours earned between suspension and readmission. However, the standards pertaining to mandatory suspension (as described under regulation 3 above) will remain as stated.

6. The semester standing of a transfer student with respect to academic probation regulations will be determined by the sum of hours transferred from other institutions and hours attempted at Hampden-Sydney.

ACADEMIC COUNSELING

As a condition of continued enrollment at the College, a student on academic probation is required to work with the Office of Academic Success to improve his academic performance.

REENROLLMENT STATEMENT

If a student is dismissed from the College or if he withdraws voluntarily, he must make formal application for reenrollment. The student may access the instructions, deadlines, and additional forms that may need to accompany the application on the College website. This information can be found at "Former Student Reenrollment Applicant", which is located under Admission and Applications. The student's application will be considered by the Reenrollment Committee, which will review his academic record, citizenship at Hampden-Sydney, and his activities during the period of his separation from the College. Each decision is made on an individual basis, and it is up to the applicant for reenrollment to demonstrate convincingly that he should be reenrolled. The Reenrollment Committee is in no way obligated to reenroll any student, no matter what the circumstances of his withdrawal or the terms of his suspension. For more information, please contact the Office of Student Affairs.

AUDITING COURSES

A student who desires to audit a class may do so with the permission of the instructor. The student will receive no credit for an audited course, but he will earn a grade of "AU" if all requirements specified by the instructor for auditing are met. With the permission of the instructor, students may change an audit course to a credit course before the end of the drop period.

REPEATING COURSES

A student may repeat once any previously passed course. The student, however, will receive credit for the course only once. The grade from the first time the course was taken will remain on the student's permanent record. Hours attempted and quality points earned will be counted for both times the course is taken and will be included in the computation of the student's cumulative grade-point average. (A student may repeat a course previously failed until he passes it. However, all failing grades

earned during earlier enrollment in the course remain on the student's permanent record and are included in the computation of the student's cumulative grade-point average.)

TRANSFER CREDIT

Students may apply to receive credit hours for college courses taken through another accredited college or university if they earn a grade of C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade-point average is unaffected. Grades in courses taught in a foreign country by Hampden-Sydney professors and courses offered in a program in which Hampden-Sydney College has policy-making and administrative oversight (e.g., the Virginia Program at Oxford) are computed in the grade-point average. Students receive credit only for courses which are equivalent to those available at Hampden-Sydney. Students may use credit hours earned through another college or university to satisfy core, major, or elective requirements of the Hampden-Sydney curriculum, provided that authorization is granted by the appropriate Hampden-Sydney department chair. To ensure transfer of credit for courses taken at other institutions after a student matriculates at Hampden-Sydney College, a student must obtain departmental approval prior to enrollment. A transfer course approval form must be completed before credit is awarded. A copy of the course syllabus must accompany the form. Courses will be approved by the department on a case by case basis. A student who wishes to receive transfer credit for credits earned at another institution is responsible for providing the Registrar's Office with an official transcript of the work promptly on completion of the coursework. Dual enrollment credit courses are treated as transfer credit.

REGISTRATION

During the summer before he enrolls, each new student's admission folder is reviewed by his academic advisor who then makes course recommendations based on the student's indicated interests and skills. Using these recommendations, the Office of Academic Success pre-registers the student for his fall term coursework. During the summer, access to his primary schedule through Tiger Web is granted to the student. The student will have the opportunity to make alterations to his schedule during New Student Orientation after consultation with his academic advisor.

ADDING AND DROPPING COURSES

Students are encouraged to consult with their advisors before making changes to their schedules. Once a student has registered:

1. He may add an open course through the first week of classes in any semester.
2. He may add a closed course with the written permission of the instructor through the first week of classes in any semester.
3. He may drop a course **without record** during the first two weeks of the semester provided that his remaining course load is at least 12 hours. Courses dropped in such a manner will not appear on the student's permanent record.
4. He may drop a course after the first two weeks of class through the ninth week of classes provided that his remaining course load is at least 12 hours. **Courses dropped in such a manner will appear as a "W" on the student's permanent record.**
5. A student hopelessly deficient in one course may, with the permission of the instructor, advisor, and Registrar, drop that course after the deadline for withdrawing. **The grade for the semester will be recorded as "WF."**
6. Specific deadlines for withdrawing from courses are given in the Academic Calendar.

COURSE-LOAD REGULATIONS

Every student needs to carry a course load of 15-16 hours each semester in order to make satisfactory progress toward the 120 hours required for graduation.

Every student must carry a minimum course load of 12 hours each semester. To take fewer than 12 hours the student must receive the permission of his advisor and the Dean of Faculty. For further information, see the following section on Part-Time Enrollment. No student may take more than 19 hours in any semester without special permission of the Executive Committee of the Faculty.

PART-TIME ENROLLMENT

A student is considered a full-time degree candidate in each semester if he is enrolled in courses with a minimum of 12 credit hours. With the permission of the Dean of the Faculty, students who are degree candidates may enroll on a part-time basis and take fewer than 12 hours of academic credit in a semester. Part-time students are not normally permitted to live on campus. A student who begins a semester as a full-time degree candidate enrolled in 12 or more hours of classes and who subsequently reduces his enrollment to fewer than 12 hours is not entitled to part-time status or fees. Further information about

part-time status may be obtained from the Office of the Dean of Faculty.

SPECIAL STUDENTS

With the permission of the Dean of Faculty, students who are not candidates for degrees may enroll for academic credit. Except under unusual circumstances, special students may enroll for no more than 7 hours of credit. Enrollment as a special student does not constitute or imply admission to the College as a candidate for a degree. Credits earned by special students may be applied to degree candidacy once the student has been admitted to the College through the normal admissions procedure. A student who begins a semester as a full-time degree candidate enrolled in 12 or more hours of classes and who subsequently reduces his enrollment to fewer than 12 hours is not entitled to special-student status or fees. Further information about special-student status may be obtained from the Office of the Dean of Faculty.

CLASS ATTENDANCE

Attendance policies

- In each course freshmen are permitted one unexcused absence per semester for each credit hour earned by passing the course for the semester.
- There is no college-wide policy on the number of unexcused absences from class allowed any sophomore, junior, or senior. Professors inform each of their classes at the beginning of each semester what attendance is expected.
- All students must present assigned homework promptly and must be present for all assigned tests and quizzes unless excused by the Dean of Students.
- Students are expected to attend class on the day before and the day after scheduled vacations. Faculty members will hold classes on the day before and the day after vacations.

Excused Absences

- An excused absence entitles the student to make up any work done for a grade during the class period missed. It does not excuse the student from doing the assignment for the period missed, nor from the responsibility for the subject matter taken up during that period. Whenever possible the student should inform his instructor, turn in assignments, and arrange to make up classroom work to be missed, before he is absent. If the student delays in attending to this matter, his excuse may be nullified.

- A student is excused from class if he is absent for a trip officially sanctioned by the College, such as a scheduled intercollegiate athletic trip involving a team which is recognized as part of the athletic department's program, a Men's Chorus trip, a pep band trip, a field trip connected with a course, etc. In these cases it is unnecessary to obtain an excuse from the Office of Student Affairs unless requested to do so by the professor.
- Other excuses from class are issued at the discretion of the Dean of Students. There are no formal medical excuses.

Excessive Absences

- A faculty member who believes that a student's absences are damaging his work in a course will inform the Dean of Faculty, who will in turn notify the student by mail. Written notice from the Dean's Office constitutes a final warning about absences in that course. No prior verbal warning is required. If a student receives warnings about absences in more than one course, the Dean of Faculty, or his/her designee, will ask the student to come in for a meeting to discuss if there are problems that can be resolved with the assistance of campus resources.
- If, after such a warning, a student continues to miss classes, the professor will again notify the office of Dean of the Faculty. The Dean of Faculty or his/her designee will determine whether the student should be withdrawn from the course. If the student is withdrawn and has the right to drop the course without penalty at the time of the withdrawal, no grade for the course will appear on the permanent record; otherwise, the student will receive a grade of WF (withdrawn failing) in the course.
- Any appeal for reinstatement to the course must be made in writing to the Executive Committee of the Faculty within one week after the student has been notified of his withdrawal. Unless and until the Executive Committee reinstates the student, he may not take part in the course.
- If the student is withdrawn with grades of WF from two courses during the same semester, the student will be suspended for the remainder of that semester and will receive grades of W in all of his other courses. A student suspended in this manner must apply to the Reenrollment Committee for reenrollment to the College and ordinarily will

not be readmitted for the following semester. The Executive Committee may set time limits upon the student's suspension consistent with his academic and disciplinary record.

EXAMINATIONS

Final examinations are held at the end of each semester. Final examinations may be given only during the regularly scheduled examination period unless one of the following exceptions applies:

- If a student has two final examinations scheduled at the same time, he should reschedule one examination in consultation with the instructors.
- If a student has more than two final examinations within any two consecutive days, he may reschedule afternoon examinations to the study days or to other days acceptable to the instructors involved.
- When more than one section of a course is taught by the same professor, students may take the examination with any section the professor approves. Approval, however, must be obtained before the beginning of the examination period.
- A professor may move an examination to an earlier period in the examination schedule if all the students in the course agree. No final examination may be given before the first day of the examination period (with the exception of examinations in Rhetoric courses).
- A student who desires to take a final examination outside the regularly scheduled period for some reason other than those specified above must obtain the permission of the Dean of Faculty.

RE-EXAMINATIONS

A senior who has been doing passing work in a course prior to examination week of his final semester but who fails the final examination in that course may, upon the recommendation of the instructor concerned and the approval of the Dean of the Faculty, be allowed to take a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which may be no higher than D.

WITHDRAWAL FROM COLLEGE

Before a student may withdraw from the College, he must have the approval of the Dean of Faculty and the Dean of Students. A student resigning on or before December 1 in the fall semester or April 15 in the spring semester will receive a grade of W in all of his classes. A student resigning after December 1 in the fall semester or April 15 in the spring semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

In the event that a student withdraws from the College for medical reasons, sufficient documentation from the student's healthcare professional must be provided to the College, in writing, within three weeks of the date of resignation. This documentation must also be reviewed and approved by College medical professionals. A student who has been granted a medical withdrawal is not ordinarily eligible to return the following semester. Appeals for exceptions to this policy may be granted by the Reenrollment Committee. In the case of an appeal, written documentation satisfying the College of the student's readiness to resume his education is necessary but does not guarantee readmittance.

LEAVE OF ABSENCE

A student who has been at Hampden-Sydney for at least a semester can apply to the Office of the Registrar for approval of a leave of absence. Students who are granted such leaves will be guaranteed readmission, provided that they confirm reenrollment and pay a reservation deposit of \$500 by April 1 (for the fall term) or November 1 (for the spring term). Candidates for leave of absence may not be on academic probation, nor have any disciplinary or honor proceedings pending against them. If a student is placed on probation or suspension, either for academic or for disciplinary reasons, subsequent to being approved for the leave of absence, permission for the leave will be revoked. Deadlines for applying for such leaves are, for the spring semester, the preceding December 1, and for the fall semester, the preceding April 15. The maximum leave will be one year. Students who do not comply with the conditions governing the leave of absence will be obliged to apply for reenrollment at the College.

EXCLUSION FROM COLLEGE

College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

LEARNING DISABILITIES

Hampden-Sydney is sensitive to the needs of its learning-disabled students. Before matriculating at Hampden-Sydney, a student with a learning disability or perceptual handicap should make himself known to the Disabilities Services Coordinator and supply documentation of his particular disability. Subject to the approval of the Dean of the Faculty, the Disabilities Services Coordinator, together with the student's advisor, will help the student design an academic program that will fit his aptitudes and skills as well as meet the College's requirements. The policies relating to learning disabilities may be obtained from the Dean of Faculty or the Disabilities Services Coordinator.

GUIDELINES FOR ACADEMIC POLICIES AND PROCEDURES IN STUDENT-FACULTY RELATIONS

PREAMBLE

Hampden-Sydney College has always aspired to uphold high standards and principles, particularly in the relationships between students and faculty members. Hence, it seems appropriate that a statement pertaining to some of these relationships in the academic area, the primary concern of the College, be based on the expectation that only the highest standards are consonant with the traditions of the College.

These policies and procedures are not intended as rigid rules, but rather as examples of expected practice. Nor is this statement to be considered all-inclusive, for additions and deletions probably will be necessary in the future. Nevertheless, faculty and appropriate administrative personnel will be expected to work diligently to see that the spirit of the statement is upheld for the benefit of the entire academic community.

TESTS AND PAPERS

- Professors should announce a major (full-period) test at least one week in advance. Material to be covered on a full-period test or examination should be clearly specified (e.g., "chapters 5-10 and notes").
- The relative value of each part of a full-period test or examination should be indicated to the class before work is begun.
- Graded tests and papers should be returned to students within two weeks with appropriate comments (either oral or written) about the evaluation and apparent deficiencies.
- A professor should go over a graded final examination with a student if requested to do so.

- Whoever administers a test or examination should be available for questions from students during the testing period.
- If a student feels that an error in grading has been made, he may request that specific questions be reviewed. If a professor acknowledges that an error has been made, a proper adjustment in the grade should be made.
- Should two full-period tests fall on the same day, a student is expected to take both of them on the day assigned. Should more than two full-period tests be scheduled for the same day, the difficulty should be resolved between the professors and the student.
- Major full-period tests should not ordinarily be scheduled during the final five days of classes.
- Except when it constitutes the majority of the grade, a research paper should ordinarily be due before the final five days of classes.

OTHER CLASSROOM AND ACADEMIC SITUATIONS

- Insofar as is feasible, the relative importance of course elements such as tests, papers, and the examination should be specified during each semester.
- In view of the Honor Code's prohibition of giving or receiving aid without the consent of the professor on tests, quizzes, assignments, or examinations, the professor should make clear when help may and may not be given or received.
- The student should be able to find out his approximate class position and course grade (if possible) at appropriate intervals during the semester.
- Instructors have sole authority to assign course grades. However, a student who believes that a final course grade is erroneous or unfair may appeal the grade.
- A professor may not require attendance at class sessions in addition to those regularly scheduled, unless they are approved by the Dean of Faculty.
- The professor should schedule tests and other class activities for best educational advantage. Students have a responsibility to avoid pressuring professors for concessions or adjustments in class schedules to suit their outside activities.

*Prepared by the Student-Faculty Relations Committee,
March 3, 1972. Passed by the Faculty on April 10,
1972. Amended April 1998.*

POLICY STATEMENT ON ACCESS TO RECORDS

STUDENT RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within forty-five days of the day the College receives a request for access.

Students should submit to the Registrar, the Dean of Students, the Director of Career Education and Vocational Reflection (job placement records only), the chair of the Health Sciences Committee, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits personal disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support-staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as

a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by Hampden-Sydney College to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U. S. Department of Education
600 Independence Avenue, SW
Washington D. C. 20202-4605

PUBLIC INFORMATION

The College considers the following information public information: name of student, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student, and other similar information.

No later than one week before classes begin in the fall (or before enrollment if one enters second semester or in the May Term), a student may submit a written statement to the Dean of Students stating that he does not want specified information about him included as public or directory information. The request will be honored.

ACADEMIC RECORDS, PRIVACY, AND THE BUCKLEY AMENDMENT

Institutions of higher education accumulate and maintain extensive records concerning the characteristics, activities, and accomplishments of their students. These records pose special problems for those concerned with personal privacy, problems that derive from a basic tension between the rights and needs of individuals and the legitimate demands of institutions in which they participate. In choosing to pursue a college education the student is often hopeful that this experience will contribute to the attainment of career objectives and is keenly aware that his performance will be viewed and evaluated by others. At the same time, the right to privacy asserts that individuals have a legitimate interest in controlling what information about themselves they

will reveal to others and what uses may be made of this information.

For its part, the College has a legitimate interest in obtaining information necessary to carry out its functions and to fulfill its obligations to the student. For these reasons, the following policies and procedures are published so that this information will be available to all members of the College community. All statements herein apply only to the official records of the institution pertaining to current and former students, and these policies are in conformity with the Family Educational Rights and Privacy Act of 1974 as amended (Buckley Amendment). The text of the law is available in the Office of Student Affairs.

Briefly, the purposes of the Act are to assure college students access to their educational records as limited and defined by the Act, and to protect students' rights to privacy by limiting the transferability of their records without their consent. The rights in the Act are, essentially, accorded to the college student himself.

CONFIDENTIALITY

All members of the faculty, administration, and clerical and other staff are expected to respect confidential information about students which they acquire in the course of their work.

ACCESS TO RECORDS

Student access to records is limited to records maintained by the Registrar (academic records); by the Dean of Students; by the Director of Career Education and Vocational Reflection (job placement records only); and by the Health Sciences Committee.

DEFINITIONS

For the purposes of this policy the term "educational records" means those records, files, documents, and other materials maintained by the College which contain information directly related to a student. The term "educational records" does not include:

1. Financial records of the parents of the student or any information contained therein.
2. Confidential letters and statements of recommendation which were placed in the education records before January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended.
3. Confidential recommendations
 - a. Respecting admission to any educational agency or institution;
 - b. Respecting an application for employment;
 - c. Respecting the receipt of an honor or

honorary recognition if the student has signed a waiver of his right of access. A student may sign a statement waiving his right of access for any or all of these three types of recommendation letters. The general waiver would eliminate the need to face the question of waiver of access on each letter that may be written for admission to graduate or professional school, employment, etc. If a student waives his right of access to any or all of these three categories, he may request that the College notify him of the names of all persons making confidential recommendations. The College will use these recommendations solely for the purpose for which they were specifically intended.

4. Records of institutional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.

5. The records and documents of the campus police (who do not have access to educational records) which are maintained solely for law enforcement purposes and are not made available to persons other than law enforcement officials of the same jurisdiction.

6. Records which are created or maintained by a physician, psychologist, psychiatrist, or other recognized professional or para-professional acting in his professional or para-professional capacity, or assisting in that capacity, and which are created, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment; provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

7. Records such as the alumni records gathered after a student leaves the College are not considered educational records, and therefore students do not have access to them.

PROCEDURE FOR EXAMINING RECORDS

A student wishing to inspect and review specified educational records pertaining to himself should submit the request in writing to the particular office in which the records are maintained. To the extent that the law permits, the request will be granted as soon as possible, no later than forty-five days after the written request is made.

If desired, a student will be granted an opportunity to challenge the content of his records

in an informal hearing between the student and the College personnel involved. If satisfactory adjustments cannot be agreed upon by the student and the author of the information challenged, the College official in charge of the particular office in which the records are kept will meet with the parties to attempt to resolve the matter by correcting, deleting, or allowing refutation of allegedly inaccurate, misleading, or otherwise inappropriate data in the content of the records. If the matter cannot be resolved informally, at the request of the student, a hearing will be conducted by a College official without a direct interest in the outcome of the hearing, normally the Dean of Students. A student has the right to file a written complaint directly with the following office:

Family Policy Compliance Office
U. S. Department of Education
600 Independence Avenue, SW
Washington D. C. 20202-4605

If a student desires copies of educational records to which he has access as allowed by this policy, he shall be furnished copies at a rate covering the cost to the institution, \$.10 per page copied, plus postage, if any.

With the exceptions as noted, no one from outside the College has access to educational records.

RELEASE OF RECORDS

The College will not release educational records (or personally identifiable information contained therein other than what is considered public information as defined in this policy statement) of a student without the written consent of the student to any individual, agency, or organization other than the following:

- Other College officials, including teachers, who have legitimate education interests, e.g., the educational background of the student.
- Officials of other schools in which the student seeks, or intends, to enroll.
- Authorized representatives of the Comptroller General of the United States, the Secretary or assistant (D.O.E.) and administrative head of an education agency, state educational authorities, the Commissioner of Education, and the Director of the National Institute of Education.
- College officials dealing with a student's applications for, or receipt of, financial aid.
- State and local officials or authorities to

whom such information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974.

- Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and on the condition that such information will be destroyed when no longer needed for the purpose for which it is conducted.
- Accrediting organizations in order to carry out their accrediting functions.
- Parents of a dependent student of such parents as defined in section 152 of the Internal Revenue Code of 1954.
- Subject to regulations of the Secretary in connection with an emergency, appropriate persons if the knowledge of such information is necessary to protect the health and safety of the student or other persons.

Other than the exceptions listed above under Release of Records and Public Information, the College will not release in writing, or provide access to, any personally identifiable information in education records unless:

- There is written consent from the student specifying the records to be released, the reasons for such release, and to whom or what class of parties the records are to be furnished. The student shall receive a copy of the records, if requested.
- Such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that the students are notified of all such orders or subpoenas in advance of the compliance therewith by the College.

The College will notify any third party receiving information about a student from the College (other than educational institutions, etc., noted in this policy statement as exceptions) that the information is being transferred on the condition that such third party will not permit any other party to have access to such information without the written consent of the student.

NOTE: A student whose account is delinquent is not entitled to issuance of an official transcript or diploma.

RELEASE OF GRADE REPORTS AND DISCIPLINARY ACTION TO, AND CONSULTATION WITH, PARENTS AND GUARDIANS

Realizing that parents and guardians have a legitimate interest in the progress of their sons and daughters, the College routinely mails copies of deficiency reports (for freshmen and first-semester sophomores), and notices of significant disciplinary action taken against a student, to parents and guardians. A financially independent student (as defined by the Internal Revenue Code) may submit a written request to the Dean of Students asking that the College not send designated information to parents or guardians, and this request will be honored.

The College recognizes the legitimate interests of parents and guardians to consult with the professional staff about the academic and personal well-being of their sons and daughters. This consultation will be carried out consistent with basic College policy respecting the rights of confidentiality of the student. Whenever a student is separated from the College for academic, disciplinary, or other reasons, the College notifies the parents or guardians.

RECORD OF RELEASE OF OR ACCESS TO EDUCATIONAL RECORDS

A record of all requests for educational information is maintained in each office where applicable student records are kept. The form includes information on the name of the inquirer, institution, or agency; the date of the request; the purpose or legitimate interest that each person, institution, or agency has in obtaining this information; and the disposition of the record. A student may see this record.

EDUCATIONAL RECORDS MAINTAINED BY THE COLLEGE, THE COLLEGE OFFICIAL IN CHARGE, COLLEGE PERSONNEL WHO HAVE ACCESS AND THE PURPOSES FOR WHICH THEY HAVE ACCESS

The College does not expunge academic records after a student leaves college or is graduated. These records are maintained either on microfilm or in a storage facility for possible future reference. Most other records are kept for up to five years.

Academic, administrative, and clerical personnel of the College having a legitimate and demonstrable need for information concerning students as a result

of their duties in the College are permitted access to those records directly related to their duties and functions. Whenever possible, the information needed by such persons should be provided by the officials responsible for the records, without permitting direct access to the records themselves.

If academic records and personnel folders are relevant to student courts, social fraternities, student government, or honor societies, the necessary information will be provided only when authorized by the appropriate College official.

- A. Records in the Office of the Registrar. The Registrar is responsible for the maintenance of academic records, including Hampden-Sydney transcripts and grade reports, transcripts from colleges attended other than Hampden-Sydney, and copies of letters granting advanced-placement credit and waiver of academic requirements.
- B. Records in the Office of Student Affairs. The Dean of Students is responsible for the maintenance of the following records:
 - 1. Some materials related to the admission process: application form, autobiography, high school grades, and copies of correspondence of both confidential and non-confidential nature.
 - 2. Copies of letters notifying the student of disciplinary action taken against him.
 - 3. Copies of letters of commendation for honors, Dean's List, etc.
 - 4. Copies of letters sent to the student warning him of poor class attendance.
 - 5. Copies of letters of academic suspension and the like.
 - 6. Copies of letters of recommendation written by the Dean of Students to graduate/professional schools or prospective employers.
- C. Records in the Office of Career Education and Vocational Reflection. The Director of Career Education is responsible for the maintenance of job placement records, including résumés and letters of recommendation for employment and graduate or professional school.

D. Records in the Office of the Chair of the Health Sciences Committee of the Faculty. The Chair of the Health Sciences Committee of the Faculty is responsible for the maintenance of recommendations for and evaluations of applicants to medical or dental school made by professors and administrators and the recommendation statement made by the Health Sciences Committee to medical or dental schools.

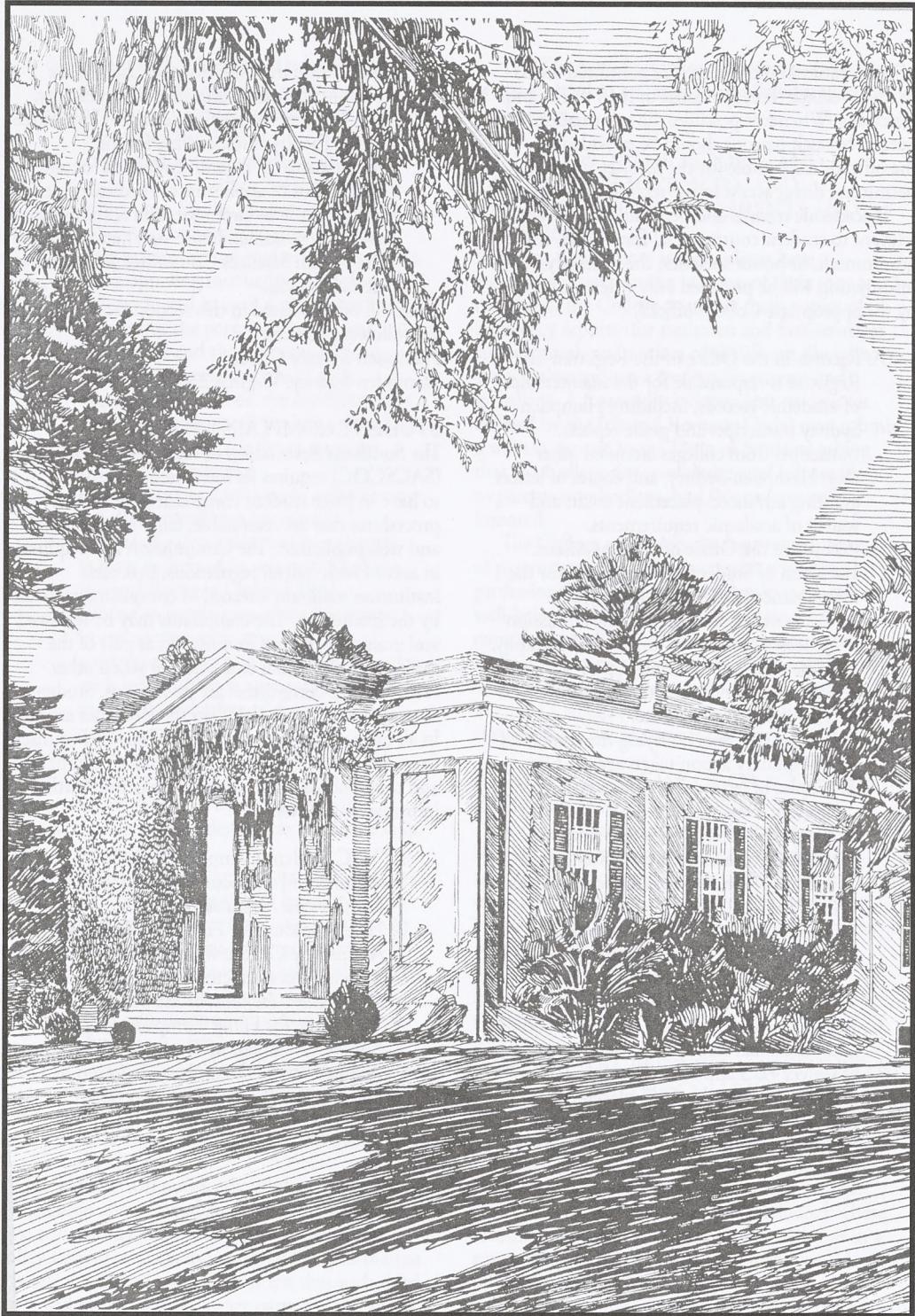
Note: All officers listed in this section receive mail at the following address:

Hampden-Sydney College
Hampden-Sydney, Virginia 23943

STUDENT COMPLAINT POLICY

The Southern Association of Colleges and Schools (SACSCOC) requires its accredited institutions to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. The Commission also requires, in accord with federal regulations, that each institution maintain a record of complaints received by the institution. The complaints may be reviewed and evaluated by the Commission as part of the institution's decennial evaluation or when other SACSCOC committees are on campus. Students may wish to file complaints in three distinct settings. In all cases students may request advice and counsel from the Dean of Students. The types of complaints and the weblinks where students may find further information follows:

- 1. "HSC Student Complaint Policy" Procedures and all documents are found in *The Key (Student Handbook)*
- 2. "The Procedure for Filing a Complaint Against the College with SACSCOC" Procedures and all documents are found in *The Key (Student Handbook)* See Section 'B'
- 3. "Procedure for Filing Complaints Against SACSCOC Board of Trustees and Staff" Procedures and all documents are found in *The Key (Student Handbook)* See Section 'C'



COLLEGE CHURCH (1860)

Course Offerings

DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including Classics, English, Fine Arts, Modern Languages, Philosophy, Religion, and Rhetoric.

NATURAL SCIENCES, including Biology, Chemistry, Mathematics and Computer Science, and Physics and Astronomy.

SOCIAL SCIENCES, including Economics and Business, Government and Foreign Affairs, History, and Psychology.

COURSE CLASSIFICATION

Each course listed in this catalogue is identified by the name of the department which offers it and a course number. (Courses which include significant content from more than one discipline are listed under Interdisciplinary Studies rather than under one of the academic departments.) At the right of the course number are parentheses which contain the credit hours per semester granted for passing the course. There are two variations. For example, Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, each earning three hours of credit, and the student may take one or both semesters.

One hour of semester credit is awarded for fifty minutes per week of in-class lecture or discussion time for fourteen weeks. For laboratory classes, one semester hour of credit is awarded for 150 minutes of laboratory time per week for fourteen weeks. Performance studies classes in Fine Arts (choral music, instrumental ensemble music, and theatre production) follow the general pattern of laboratory courses, that is, one hour of credit for 150 minutes of class time per week for fourteen weeks. For directed reading, independent study, and senior thesis courses, credit is awarded in accordance with the time commitment required for the expected product.

There is necessarily some variation in the way course levels are assigned in the various disciplines because of differences in the character of the disciplines themselves. In general, however, courses are numbered according to the following guidelines: courses at the 100-level are introductory or survey courses suitable for freshmen or students taking such courses to complete core requirements; courses at the 200-level, suitable for freshmen and sophomores, are more focused or specialized than 100-level courses and may require some background in a discipline; courses at the 300-level are designed for students with formal background in a discipline; courses at the 400-level are typically junior- or senior-level courses building on relatively sophisticated knowledge of a discipline gained from taking lower-level courses. The expected background for both 300- and 400-level courses is typically reflected in prerequisite or recommended classes.

185, 285, 385, or 485. Special Topics (1, 2, or 3 hours).

A course of study, not regularly offered, in an area other than one described in the course listings. Special topics courses intended to fulfill core requirements must be approved by the Academic Affairs Committee prior to registration.

395. Internship (1, 2, or 3 hours).

Combines work done normally in the summer with ongoing course work and the production of a substantial research paper on a related issue. Such coursework might include a portfolio or daily journal recording the internship experiences and the student's reactions to them, interviews with professionals, and book reviews.

To qualify, a student must ordinarily have a grade-point average of at least 2.7 at the time of application.

Any regular, ongoing program of internships must be approved by the Academic Affairs Committee and the Faculty at large. No student may receive more than three hours of academic credit for an internship.

490. Directed Reading (1, 2, or 3 hours).

Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who assists in designing the student's program.

495. Independent Study (1, 2, or 3 hours).

Research in which the student works independently under the supervision of a faculty member; the project ordinarily leads to a paper in which the student describes his work and summarizes his findings. For juniors and seniors only.

For directed reading (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chair of the department, and the student's faculty advisor.

A student may take no more than two 490/495 courses per semester.

Ordinarily, a student may take no more than two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, a written proposal must be submitted to the Dean of the Faculty for approval. Students who wish to do extensive independent work are encouraged to pursue Departmental Honors.

Departments may specify prerequisites including minimal grade-point averages for taking 395, 490 and 495 courses.

BIOLOGY

Professors Devlin^L, Werth; Associate Professors Goodman, Hargadon, Wolyniak; Assistant Professors Clabough, Lowry; Visiting Assistant Professor Fischer

Chair: Alexander J. Werth

All students interested in majoring in Biology are requested to see a representative of the Department of Biology during their freshman year to discuss their future programs of study. The requirements for a major in Biology are the following: Biology 110/151 (4 hours credit); Biology 201, 202, 203 (12 hours credit); Chemistry 110/151, and either 221/152 or 230/251; at least 16 additional credit hours in Biology (for a total of 32 credit hours in Biology), not to include Biology 108, 109, 130, or 140. Majors are encouraged to take Mathematics 121 (Statistics).

Note: Majors planning to pursue graduate or professional studies should speak with Biology faculty as soon as possible to determine which other courses (e.g., calculus, physics, organic chemistry) should be taken.

The requirements for a minor in Biology are the following: Biology 110/151 (4 hours credit); two 200-level "core" courses to be chosen from among the following: Biology 201, 202, 203 (8 hours credit); two additional Biology courses at the 300-level, or, one course at the 300-level and the remaining 200-level "core" course listed above. At least one of these courses must include a laboratory (7-8 hours credit).

Please note also the availability of a minor in Environmental Studies.

BIOLOGY 108. (3)

ENVIRONMENTAL BIOLOGY. A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment. The course includes discussions of such topics as environmental pollution by pesticides, industrial by-products, and radioactive materials; the historical background and future prospects of the population explosion; and the need for preservation of our natural resources. Prerequisite: none. Corequisite: none.

KEY TO FACULTY LEAVE STATUS:

L= On leave, 2016-2017.

F= On leave fall semester only.

S= On leave spring semester only.

BIOLOGY 109. (3)

WATER RESOURCES AND ENVIRONMENTAL ISSUES. An introduction to global water resources, in terms of quantity, quality, and geographic distribution. Scientific investigations include aquatic ecology, geomorphology, and hydrology. Human use of water and environmental issues arising from over-use and distributional inequality are discussed, using national and international case studies. Prerequisite: none. Corequisite: none.

BIOLOGY 110. (3)

PRINCIPLES OF BIOLOGY. An introduction to biology, focusing on the major conceptual principles that unite the life sciences. Biology 110 uses evolution as an underlying theme in the study of biology. Prerequisite: none. Corequisite: Biology 151. Offered: every semester.

BIOLOGY 151. (1)

LABORATORY PRINCIPLES OF BIOLOGY. Laboratory work designed as an introduction to the study of biology. Prerequisite: none. Corequisite: Biology 110. Offered: every semester.

BIOLOGY 130. (3)

BIOETHICS. Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields and the related moral and ethical problems which are being raised by such advances. An attempt is made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No laboratory. This course does not provide credit toward a Biology major. Prerequisite: none.

BIOLOGY 140. (3)

BIOLOGY OF CANCER. An exploration of fundamental biological concepts underlying normal cellular and developmental processes and those that are disrupted in cancer. Topics include cell structure and function, regulation of growth, the genetic and environmental causes of cancer, cancer treatments, and the role of clinical trials. Case histories and specific cancers will be used to explore the personal and social dimensions of a cancer diagnosis. This course is intended for non-majors wishing to fulfill a science requirement and may not be counted toward the Biology major. Prerequisite: none.

BIOLOGY 201. (4)

GENETICS AND CELL BIOLOGY. Fundamental concepts and applications of the principles underlying inheritance and variation. Understanding will build from the patterns of inheritance in transmission (Mendelian) genetics to the molecular expression of genes and will conclude with a treatment of gene flow in populations. Laboratory exercises include work with live organisms, such as yeast, bacteria, and *Drosophila*, as well as interactive computer simulations, statistical analysis, and class presentations. Prerequisites: Biology 110 and 151.

BIOLOGY 202. (4)

ANATOMY AND PHYSIOLOGY. A study of the form and function of organisms (with emphasis on plants and animals) from the cellular to the organ system and whole-organism levels. Following a general consideration of cell structure and biochemistry, the course focuses on body plans, tissues, vital processes, life cycles, development, and evolutionary relationships and diversity of plants and animals. Labs involve dissection and experiments on plant/animal physiology. Prerequisites: Biology 110 and 151.

BIOLOGY 203. (4)

ECOLOGY. A study of the interrelationships between living organisms with each other and their non-living environment. Topics to include, but not to be limited to: the history of ecology; the characteristics of the physical environment; ecosystem energetics; biogeochemical cycles; comparative ecosystem ecology; population ecology; community ecology; and the impact of man on natural ecosystems. The laboratory emphasizes the techniques and practice of field ecology and natural history. Local and extended field trips are made. Prerequisites: Biology 110 and 151.

BIOLOGY 260. (4)

TROPICAL BIOLOGY. A study of species and habitat diversity characteristics of different tropical biomes. A guided description of the natural history, the interactions between animals and plants, and the effects of human intervention is offered. Students practice the scientific method by emphasizing intensive field work, gathering of data, analysis, and presentation of results. The course includes a study of different taxa unique to each biome and an exploration of the different environmental characteristics that allow some species and not others to be present in those environments. Prerequisites: Biology 110 and 151, or consent of the instructor. Offered: May Term.

BIOLOGY 261. (4)

EVOLUTIONARY ECOLOGY. A field-based study of the causal relationship between Darwinian ecology and evolution, examining the principal evolutionary and ecological mechanisms leading to biodiversity, typically in tropical biomes. Using diverse terrestrial and marine ecosystems as living laboratories, this course explores the dynamic interface of biogeography, behavioral ecology, and physiological ecology to investigate means by which organisms adapt to their physical habitat and the other species that live there, both in historical and modern contexts. Prerequisites: Biology 110 and 151. Offered: normally, May Term.

BIOLOGY 302. (4)

HISTOLOGY. A structure- and function-based examination of the organization of vertebrate tissues. This involves an examination of the molecular, cellular and gross organization of the four basic tissues (nervous, muscle, connective, epithelial) and an examination of how they are organized into organs and organ systems in the vertebrates. The laboratory involves both the processing of live tissue samples and the examination of microscope slides and electron micrographs. Prerequisites: Biology 110, 151, 202.

BIOLOGY 303. (4)

ENDOCRINOLOGY. This course involves a study of the synthesis, actions and metabolism of a variety of chemical messengers (hormones) that act as agents of action of the vertebrate endocrine system. The course focuses on integration of a variety of vertebrate tissues and organs that can act as signal generators and receptors. The course primarily examines normal endocrine function, but some attention is also given to clinical disorders resulting from hormonal imbalance. Laboratory exercises are experimental in nature and involve cell culturing and manipulation of live animals. Prerequisites: Biology 110, 151, 202.

BIOLOGY 304. (4)

MOLECULAR AND CELLULAR BIOLOGY. An examination of the workings of cells and how molecular processes govern cellular function. Topics include gene expression and regulation, structure and function of DNA, RNA, biological membranes, the cell cytoskeleton, and organelles, signaling within and between cells, and the organization of the extracellular matrix. Laboratory exercises are long-term experiments focused on giving students an authentic research experience. Prerequisites: Biology 110, 151, and 201.

BIOLOGY 310. (4)

DEVELOPMENTAL BIOLOGY. A survey course that examines the processes involved in the transformation of a single diploid cell into a mature animal. Topics include the early sequence of cellular interactions that generate form (morphogenesis) and the molecular mechanisms involved in controlling gene expression during development. Laboratories are experimentally based and include experiments and microsurgery with a variety of live embryos, including fruit fly, sea urchin, frog, fish, chick and others. Prerequisite: Biology 201 or 202.

BIOLOGY 311. (3)

BIOCHEMISTRY. A structural and functional study of the cell, with emphasis on the role of macromolecules in metabolism, information transfer, and structure. Topics also include an introduction to the kinetics and thermodynamics of biochemical reactions. Students who have received credit for Chemistry 335 may not receive credit for Biology 311. Prerequisites: Biology 110, 151, and 201; and Chemistry 110, 221, 230, 251, and 231; or consent of instructor. Offered: fall semester of odd-numbered years. (Cross-listed as Chemistry 335 in the fall of even-numbered years.)

BIOLOGY 313. (4)

GENOMICS AND BIOINFORMATICS. This course explores the theory and applications of genomics and appreciates how it has revolutionized molecular biology. Classes draw from both textbook readings and discussions of primary scientific literature. Lab activities include the use of computer-based genetic databases, genetic library construction and analysis, and an exploration of the frontiers of DNA sequencing technology. Prerequisites: Biology 110 and 201.

BIOLOGY 314. (3)

CRITICAL ANALYSIS OF THE MEDICAL LITERATURE. This course addresses current research literature as a means of exploring the genetics of several diseases of clinical relevance. The focus is on experimental design and execution as well as critical reading of primary scientific literature to better understand how research scientists in both standard and clinical laboratories approach the development of treatments and cures for a variety of mutation-derived human diseases. Students are expected to analyze and argue the pros and cons of experimental techniques used in the literature as well as to lead a full class discussion based on current selected scientific papers. Prerequisite: Biology 201.

BIOLOGY 321. (4)

MICROBIOLOGY. An intensive study of the structure, energy-harnessing mechanisms, ecology, and genetics of bacteria. Also considered is the biology of viruses (structure and genetics), fungi, and eukaryotic microbes. Laboratory work focuses on skills and practices recommended by the American Society for Microbiology, featuring opportunities for students to work independently and in small groups to sample the environment, identify unknown bacteria, and develop microscopy and microbial research laboratory skills.

BIOLOGY 323. (4)

IMMUNOLOGY. A discussion and laboratory class that investigates the major principles of the immune response. The focus throughout is to understand how the body distinguishes "self" from "nonself." Specifically, topics include innate and acquired immunity, active and passive immunity, characteristics of cells involved in the immune response, humoral and cellular immunity, and applications of immunological principles to medical situations, such as recovery from infectious disease, successful organ transplantation, allergic responses, and treatment of cancer. Laboratory experiences include immunologically based assays as well as the study of cells and molecules of the immune response. Prerequisites: Biology 110, 151, 201, and either 304 or 321.

BIOLOGY 324. (4)

VIROLOGY. This course involves a study of the major families of viruses, including the structure, genetics, and replication cycles of these virus families. Attention is given to bacteriophages, plant viruses, animal viruses, and the virus-like agents prions and viroids. Emphasis is placed on clinically relevant topics in the field of virology, including viral pathogenicity, antiviral therapies, and host immunity to virus infection. The laboratory component of the course introduces students to cell culture techniques as well as techniques for the identification and enumeration of viruses and a semester-long project. Prerequisites: Biology 110, 151, and Biology 201.

BIOLOGY 331. (4)

VERTEBRATE ANATOMY. An intensive comparative study of vertebrate structure and evolution, from materials and tissues to organs and organ systems, including chordate systematics and diversity. Laboratories involve dissection, gross and microscopic examination of vertebrate tissues, and experimental methods in functional morphology. Prerequisites: Biology 110, 151, 202.

BIOLOGY 332. (4)

VERTEBRATE PHYSIOLOGY. An intensive comparative study of the physical, chemical, and metabolic functions of vertebrates, including humans. Emphasis is placed on physiological ecology and adaptation to the environment. Laboratory experiments investigate the function of structural tissues and internal organ systems, utilizing computer software and instrumentation. Prerequisites: Biology 110, 151, 202.

BIOLOGY 341. (4)

PLANT DIVERSITY. An intensive study of the anatomy, morphology, and physiology of the organisms of the kingdom Plantae with laboratory experiences. Also included in the lectures and laboratories is a review of the other non-animal organisms, namely cyanobacteria, algae, and fungi. Prerequisites: Biology 110, 151, 202.

BIOLOGY 343. (4)

MARINE BIOLOGY. An introduction to biological oceanography including physical, chemical, and biological processes that govern life in the sea. The course focuses on diverse marine habitats and ecosystems; taxonomic and geographic diversity of marine organisms and their ecology and physiology; and marine resources and conservation. Lectures, discussions, and films explore the ecological and evolutionary mechanisms at work within marine environments. Laboratory exercises involve trips to coastal environments and aquaria plus on-campus activities. Prerequisite: Biology 202 or Biology 203.

BIOLOGY 347. (4)

ANIMAL BEHAVIOR. An introduction to the mechanisms, diversity, and evolution of animal behavior. Students examine the development, adaptive function, evolution, and physiological control of behaviors in both vertebrates and invertebrates. Field and laboratory exercises emphasize exposure to methods used in the study of animal behavior, including research design, data collection, and statistical analysis of data. Prerequisites: Biology 110 and 151.

BIOLOGY 353. (4)

BIODIVERSITY. This course attempts to survey the diversity of life on Earth, including both prokaryotic and eukaryotic microorganisms, animals, plants and fungi. After an introduction to systematic biology and phylogenetics, lectures focus on the unique and fascinating characteristics of groups and their evolutionary relationships. The primary source of information and reference is the Internet, and students are expected to do substantive research on particular organisms in which they become interested. This culminates in an in-class presentation and a professional-quality poster, as well as a lengthy paper. Laboratory activities utilize living materials wherever possible, including the collection and observation of unusual organisms from local environments. Prerequisite: any 200-level Biology course.

BIOLOGY 358. (1)

BIOCHEMISTRY LABORATORY. A laboratory analysis of the structural and functional components of the cell. Techniques will focus on the purification and analysis of subcellular components and macromolecules, especially proteins and nucleic acids, and the kinetic analysis of metabolic reactions. As appropriate, students may engage in novel research. Prerequisite or corequisite: Biology 311 or Chemistry 335. Offered: fall semester of odd-numbered years.

BIOLOGY 360. (3)

EVOLUTIONARY THEORY. An introduction to evolutionary thinking and the modern synthetic theory. Mathematical models of population phenomena are derived and tested through problem-solving. The process of speciation is examined, and basic biogeographical principles are studied. Some discussion of the history of evolutionary biology and the lives of its major contributors also takes place. Prerequisites: Biology 110, 151, and either 201, 202, or 203.

BIOLOGY 361. (4)

VERTEBRATE PALEONTOLOGY. A survey of the major groups and events in vertebrate history (including physical anthropology), with emphasis on significant ecological and structural transitions, as well as the broader evolutionary framework of origins and extinctions. Laboratories and field trips develop geological principles of paleontology and provide for examination and preparation of fossil vertebrate specimens. Prerequisite: Biology 202 or 203.

BIOLOGY 362. (3)

HISTORY OF LIFE. A course presenting some fundamentals of plate tectonics, using this information to reconstruct past environments and past geographies. The development of life on earth is reviewed from an historical perspective, emphasizing faunal and floral changes, the processes of extinction and recovery, and the phylogeny of major groups of organisms. Prerequisites: Biology 110, 151, 202, 203.

BIOLOGY 363. (4)

HUMAN EVOLUTION/ANTHROPOLOGY. An introductory survey course (with laboratory) in paleoanthropology, examining the origins and relationships of humans to ancestral primates and exploring various stages along the transition from the earliest hominids to modern Homo sapiens. The course considers all evidence-fossil, genetic, behavioral, archaeological—that bears on the subject of human evolution, and investigates a variety of topics, such as classification of humans into “races” and the roles of cloning and stem cells in the future of our species. Prerequisites: Biology 110, 151, and 201 or 202. Offered: fall semester of even-numbered years.

CHEMISTRY

Professors Anderson^S, Dunn, Sipe; Associate Professor Mueller; Assistant Professor Deifel; Visiting Assistant Professor Dua

Chair: Herbert J. Sipe, Jr.

The requirements for a major in Chemistry are the following: all courses from the Techniques Track (except honors) and the following courses from the Concepts Track: 110, 221, 230-231, 340-341, 441, and one of the following three groups of additional courses: (a) Chemistry 440 and one Chemistry elective at the 300- or 400-level; or (b) for ACS accreditation in Chemistry, Chemistry 335, 420, and 440; or (c) for ACS accreditation in Biochemistry, Chemistry 335 or Biology 311, and Chemistry 420, Biology 304, and one additional course in Biology, chosen from Biology 201 or 321.

The requirements for a major in Chemistry also include satisfactory completion of Mathematics 141-142, Physics 131-132, and Physics 151-152.

The requirements for a minor in Chemistry are the following: Chemistry 110/151 (4 hours credit); Chemistry 221/152 (4 hours credit); one additional lecture course in Chemistry at the 200-level or above (3 hours credit); one additional lecture course in Chemistry at the 300-level or above (3 hours credit); two additional laboratory courses in Chemistry, at least one of which must be at the 300-level (3-4 hours credit).

CONCEPTS TRACK

CHEMISTRY 103. (3)

CHEMICAL CONCEPTS IN A TECHNOLOGICAL SOCIETY. A topical study of the impact of the chemical practices of our technological culture on our society, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences and does not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Corequisite: none. Chemistry 151 laboratory may be taken concurrently or in a later semester if desired. Offered: staff permitting.

CHEMISTRY 104. (3)

FROM CAVEMAN TO CHEMIST. This course develops the chemistry of materials along historical lines. We begin with the chemistry of fire and learn how to make fire by friction. Ashes from the fire are processed to produce potash. Limestone burned in the fire becomes lime. Lime and potash make lye; lye is used to make soap, and the process continues, building a miniature chemical industry from scratch. While not a laboratory course, students engage in projects in which they produce the materials discussed. Prerequisite: none.

CHEMISTRY 105. (3)

TOXIC CHEMICALS IN SOCIETY. An introduction to selected topics in toxicology, pharmacology, and medicinal chemistry that are essential to an understanding of the role of chemicals in modern society and their impact on us as individuals and as a civilization. Considered in this course are the risks and consequences of contact with chemicals both intended and unintended, e.g., the use of pharmaceuticals and exposure to hazardous chemicals from industrial wastes. This course is intended for students with primary interests outside the sciences and does not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Offered: spring semester if staff permits.

CHEMISTRY 106. (3)

PROBLEMS IN THE ATMOSPHERE AND HYDROSPHERE. This course deals with current societal issues involving environmental problems and proposed remediation patterns. Topics may include global warming, ozone layer depletion, local air pollution, freshwater pollution, ocean dumping, issues of water allocation to users, and comparable topics that may present themselves to the public. In each case, the chemical background of the problem and its remediation schemes are explored, and social and political aspects of change are considered. Prerequisite: none.

CHEMISTRY 107. (3)

CHEMISTRY AND ART. This course examines the interplay between chemistry and the visual arts. The chemistry involved in the process of making paper, paints, pottery, etchings, and photographs are explored through projects and experiments. Other topics include color theory and molecular spectroscopy, chemistry safety issues for artists, and the chemistry of art conservation. Prerequisite: none.

CHEMISTRY 110. (3)

CHEMICAL CONCEPTS. A survey of the basic concepts of physical chemistry as a foundation for either systematic study of descriptive inorganic chemistry or continuing study of bonding theory in the context of organic chemistry. Some mathematical facility desirable. Prerequisite: none. Corequisite: none. Students electing Chemistry 110 to fulfill the laboratory science distribution requirement should also take Chemistry 151. Entering freshmen intending majors or careers related to chemistry and biochemistry should take Chemistry 110 and 151 in their first semester. Prerequisite: none. Offered: fall semester.

CHEMISTRY 221. (3)

DESCRIPTIVE INORGANIC CHEMISTRY. A survey of the chemistry of the elements: their natural occurrence, extractive methods, physical forms, laboratory reactions and uses, and commercial and industrial uses, with some economic interpretation of the latter. Some attention is given to the abundance and exhaustion of resources and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisite: Chemistry 110. Chemistry 152 laboratory may be taken concurrently. Offered: spring semester.

CHEMISTRY 230-231. (3-3)

CHEMICAL BONDING AND ORGANIC CHEMISTRY. An examination of the qualitative principles of covalent bonding as an introduction to an integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisites: Chemistry 110 and Chemistry 221. Corequisites: Chemistry 251-252. Offered: 230 in the fall semester; 231 in the spring semester.

CHEMISTRY 330. (3)

ORGANIC CHEMISTRY III. An extended examination of the concepts introduced in the first two semesters of organic chemistry. Emphasis is placed on the relationships between structure and mechanism. Articles from chemical journals are used to show the interaction of experiment and theory in the formulation and development of reaction mechanisms. Prerequisite: Chemistry 231. Offered: on demand when staffing permits.

CHEMISTRY 331. (3)

CHEMICAL AND BIOCHEMICAL TOXICOLOGY. An introduction to selected topics in toxicology, the science of poisons. Considered in this course are the chemical and biochemical modes and sites of action of toxicants. Examples are drawn from pharmaceutically and environmentally important compounds. Additional topics that may be considered include risk assessment, epidemiological investigations, and the relative risks of "natural" and synthetic toxicants. Prerequisite: Chemistry 230, or consent of the instructor. Offered: spring semester, staff permitting.

CHEMISTRY 332. (3)

MEDICINAL CHEMISTRY. A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. The major classes of drugs discussed are various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and antineoplastic agents. Prerequisite: Chemistry 231 or consent of the instructor. Offered: staff permitting.

CHEMISTRY 335. (3)

BIOCHEMISTRY. An introductory survey. Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. Students who have received credit for Biology 311 may not receive credit for Chemistry 335. Prerequisites: Chemistry 231 and Biology 110 and 151, or consent of the instructor. Offered: fall semester of even-numbered years. (Cross-listed as Biology 311 in the fall semester of odd-numbered years.)

CHEMISTRY 336. (3)

BIOCHEMISTRY II. An extension of the topics in Biochemistry I (Chemistry 335, cross-listed as Biology 311). Topics include metabolic mechanisms, molecular signaling, bioinformatics, DNA, RNA and proteins biosynthesis, the molecular basis of the senses, and the chemical operation of the immune system. Extensive use is made of international databases, molecular visualization, and evaluation methods. Prerequisite: Chemistry 335 or Biology 311. Offered: spring semester of odd-numbered years.

CHEMISTRY 340-341. (3-3)

PHYSICAL CHEMISTRY I, II. The theoretical principles of chemistry are developed and used to explain selected chemical phenomena. Chemistry 340 considers thermodynamics, statistics, and kinetics; Chemistry 341 considers introductory quantum mechanics and statistical mechanics. Prerequisites: for Chemistry 340, Chemistry 110 and Mathematics 142; for Chemistry 341, Chemistry 340. Corequisite: for Chemistry 340, Physics 131. Offered: 340 in the fall semester; 341 in the spring semester.

CHEMISTRY 342. (3)

PHYSICAL CHEMISTRY III. The quantum mechanics introduction of Physical Chemistry II is extended to molecular systems and used in the prediction of chemical and spectroscopic properties. The theoretical basis of spectroscopic techniques is examined. Prerequisite: Chemistry 341. Offered: spring semester, staff permitting.

CHEMISTRY 420. (3)

ADVANCED INORGANIC CHEMISTRY. Basic theoretical concepts of inorganic chemistry applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 340. Offered: spring semester.

CHEMISTRY 440-441. (3-3)

CHEMICAL INSTRUMENTATION AND ANALYSIS. Principles of instrumental chemical investigation and analysis, and analytical methodology. Topics include basic concepts of electronics applied to chemistry; introduction to analog and digital signal enhancement techniques; computer-assisted acquisition, manipulation, and presentation of data; survey of spectroscopic, electrochemical, mass spectrometric, and chromatographic methods of analysis. Prerequisite: Chemistry 341, or consent of the instructor. Offered: 440 in the fall semester; 441 in the spring semester

TECHNIQUES TRACK**CHEMISTRY 151-152. (1-1)**

TECHNIQUES OF CHEMISTRY. An extended project involving the independent synthesis and analysis of a coordination compound, requiring the use of library facilities, volumetric and gravimetric techniques of quantitative analysis, and introductory spectroscopic techniques. Two second-semester projects identify unknown compounds using chemical and spectroscopic techniques. Breakage deposit: \$35.00. Prerequisite: Chemistry 151 for 152. Corequisite: Chemistry 103 or 110. Offered: 151 in the fall semester; 152 in the spring semester.

CHEMISTRY 251-252. (1-1)

INTERMEDIATE LABORATORY. A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on the design of experiments and interpretations of results. Projects and techniques are drawn largely from analytical, synthetic, and physical organic areas. The design of synthesis procedures and separation schemes is emphasized, and rate studies are correlated to mechanisms. Analytical techniques applied include gas and liquid chromatography, infrared spectroscopy, UV-visible spectrophotometry, nuclear magnetic resonance, and mass spectrometry. Breakage deposit: \$50.00. Prerequisites: Chemistry 151 and 152. Chemistry 251 is prerequisite to Chemistry 252. Corequisites: Chemistry 230-231. Offered: 251 in the fall semester; 252 in the spring semester.

CHEMISTRY 351-352. (2-2)

ADVANCED LABORATORY I. Individual one-semester projects are drawn from the fields of analytical, computational, inorganic, organic, and physical chemistry. Projects involve advanced synthetic techniques in organic and inorganic chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition, and reduction of data. Projects include literature searches and journal-style research reports. Weekly seminars include several speakers from regional academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352 and 451-452 form a four-semester sequence in which students work each semester with a different member of the department. Breakage deposit: \$35.00. Prerequisites: Chemistry 252 for 351; Chemistry 351 for 352, or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

CHEMISTRY 362. (1)*INTRODUCTION TO HONORS RESEARCH.*

The preparation of a detailed proposal of honors research, based on a thorough literature search, in consultation with the professor who supervises the honors research project in Chemistry 461-462. Prerequisites: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. Offered: on demand.

CHEMISTRY 451-452. (2-2)

ADVANCED LABORATORY II. The projects in Advanced Laboratory II are designed to require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. Breakage deposit: \$35.00. Prerequisite: Chemistry 352. Offered: 451 in the fall semester; 452 in the spring semester.

CHEMISTRY 461. (3)

HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 362, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. Breakage deposit: \$35.00. Prerequisites: Chemistry 352, Chemistry 362, and consent of the instructor. Offered: on demand.

CHEMISTRY 462. (3)

HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 362, initiated in Chemistry 461, and completed in close consultation with a supervising professor. Breakage deposit: \$35.00. Prerequisites: Chemistry 461 and consent of the instructor. Offered: on demand.

CLASSICS

Professor Arieti; Associate Professor Siegel; Assistant Professor Irons

Chair: James A. Arieti

The requirements for a major in Greek are at least 30 hours, including at least 12 hours in Greek above the 100-level (of which 6 hours must be in courses at the 300-level or above), History 271, Classical Studies 203, and the capstone course, Classical Studies 480. The additional hours may be selected from courses in Greek (at the 300-level or above), Latin, and Classical Studies; History 272; Visual Arts 204; Philosophy 210; and Government and Foreign Affairs 310.

The requirements for a major in Latin are at least 30 hours, including at least 12 hours in Latin above the 100-level (of which 6 hours must be in courses at the 300-level or above), History 272, Classical Studies 204, and the capstone course, Classical Studies 480. The additional hours may be selected from courses in Latin (at the 300-level or above), Greek, and Classical Studies; History 271; Visual Arts 204; Philosophy 210; and Government and Foreign Affairs 310.

The requirements for a major in Greek and Latin are at least 36 hours, including at least 12 hours in each language (of which 6 hours must be in courses at the 300-level or above), History 271 and 272, Classical Studies 203 and 204, and the capstone course, Classical Studies 480. The additional hours may be selected from courses in the Greek and Latin languages (at the 300-level or above); courses in Classical Studies; Visual Arts 204; Philosophy 210, and Government and Foreign Affairs 310.

The requirements for a major in Classical Studies are at least 30 hours, including at least 6 hours of Greek or Latin above the 100-level, and the capstone course, Classical Studies 480. The additional hours may be selected from courses in the Greek and Latin languages (if these are in the language used to satisfy the language portion of this major, they must be at the 300-level or above); courses in Classical Studies; History 271, 272; Visual Arts 204; Philosophy 210; and Government and Foreign Affairs 310.

For any of the majors, in the second semester of the junior year or the first semester of the senior year, students must enroll in Classical Studies 480 and a 300-level corequisite course in the major. The

corequisite course must cover general material on which the capstone is based.

A minor in Greek or Latin requires 18 hours, including at least 6 hours in the language at the 300-level or above. The remaining 12 hours may be selected from the following: courses in Greek or Latin (if they are in the language used to satisfy the language portion of the minor, they must be at the 300-level or above); courses in Classical Studies; History 271, 272; Visual Arts 204; Philosophy 210; and Government and Foreign Affairs 310.

A minor in Classical Studies requires 18 hours, at least 3 of which must be at the 300-level or above. Students may select from the following: any courses in Classical Studies; History 271, 272; Visual Arts 204; Philosophy 210; and Government and Foreign Affairs 310. Greek or Latin courses at the 200-level and above may also apply toward the 18-hour requirement, but this minor does not require language courses.

GREEK

GREEK 101-102. (3-3)

ELEMENTARY GREEK. A foundation course in the vocabulary, forms, and grammar of classical Greek, preparing the student to read standard authors. Emphasis is given to the development of the student's command of English by comparative and contrastive exercises and to the appreciation of Greek cultural values by close study of significant vocabulary. Prerequisite for 101: none; prerequisite for 102: Greek 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3)

INTERMEDIATE GREEK. A continuing study of grammar and vocabulary is integrated with the reading and analysis of unadapted prose and verse. Prerequisites: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

GREEK 301. (3)

GREEK DRAMA. Two plays (usually one by Sophocles and one by Euripides, perhaps one by Aristophanes or Menander) with study of literary form, myths, and relevant social, political, religious, and philosophical issues. Prerequisite: Greek 202 or equivalent. Offered every three years.

GREEK 302. (3)

GREEK PROSE. Works of one or more Greek prose writers, excluding Plato and the Greek Orators. Possible authors include Herodotus, Thucydides, Xenophon, and Aristotle. Prerequisite: Greek 202 or equivalent. Offered every three years.

GREEK 303. (3)

THE GREEK BIBLE. Close study of passages from the Septuagint, the Synoptic Gospels, Acts, and perhaps some other books. Due attention is given to peculiarities of *koiné* Greek and to textual problems, especially those with theological implications. Prerequisites: Greek 202 or equivalent. Offered: on sufficient demand.

GREEK 304. (3)

PLATO. The reading of one or more of the dialogues (or selections thereof) with attention paid to literary and philosophical elements. Prerequisite: Greek 202 or equivalent. Offered every three years.

GREEK 305. (3)

GREEK POETRY. Readings in poetry, excluding Homer and the dramatists, will be drawn from among the archaic lyric and elegiac poets (e.g., Sappho, Archilochus, and Solon), the Epinikian poets (Pindar, Bacchylides, and Simonides), and the Hellenistic poets (Apollonius, Theocritus, and Callimachus). Introduction to Greek metrics and literary dialects with an emphasis on close reading and critical analysis of the poems. Prerequisite: Greek 202 or equivalent. Offered every three years.

GREEK 306. (3)

GREEK ORATORY. Readings from extant orators (Andocides, Lysias, Demosthenes, and Isocrates) with study of rhetorical issues as discussed in ancient theoreticians of oratory (Alcidamus, Aristotle, Plato, and Thucydides). Prerequisite: Greek 202 or equivalent. Offered every three years.

GREEK 307. (3)

HOMER. Selected books of the Iliad, Odyssey, or both. Prerequisite: Greek 202 or equivalent. Offered every three years.

GREEK 411. (3)

GREEK COMPOSITION AND GRAMMAR. Prerequisite: a third-year Greek course or equivalent, or permission of the instructor. Offered: on sufficient demand.

LATIN**LATIN 101-102. (3-3)**

ELEMENTARY LATIN. This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Considerable emphasis is placed on expanding the student's vocabulary and grasp of language structure. Prerequisite for 101: none; prerequisite for 102: Latin 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 201-202. (3-3)

INTERMEDIATE LATIN. Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisites for 201: Latin 101-102, or equivalent; for 202: Latin 201, or equivalent. Offered: 201 in the fall semester; 202 in the spring semester.

LATIN 301. (3)

ROMAN DRAMA AND SATIRE. Readings in Terence, Plautus, and Seneca (for drama), and Horace, Juvenal, Seneca, and Petronius (for satire), with attention paid to the interplay of moral voice and sense of humor, relations between philosophy and satire, rhetoric and poetry. Prerequisite: Latin 202 or equivalent. Offered every three years.

LATIN 302. (3)

ROMAN HISTORIANS. Selected readings from Sallust, Bellum Catilinae, Bellum Iugurthinum, Livy, Ab Urbe Condita, or Tacitus' Annales, with their interpretation of Rome's past by historians of the era of transition from republic to empire. Prerequisite: Latin 202 or equivalent. Offered every three years.

LATIN 303. (3)

EPICS OF VERGIL AND OVID. Selected readings in the Aeneid and Metamorphoses; the development of Vergilian and Ovidian poetic techniques; the civilized and national epic as a new form and its influence on Roman and later cultures; Greek literary precedents and the Romans' originality. Prerequisite: Latin 202 or equivalent. Offered every three years.

LATIN 304. (3)

CICERO. Readings from Cicero's speeches, essays, or letters, with special attention to language, subject matter, rhetoric, literary artistry in general, and historical setting. Prerequisite: Latin 202 or equivalent. Offered every three years.

LATIN 305. (3)

LATIN POETRY. Readings in Latin poetry excluding the epic of Vergil and Ovid. Selections from the poetry of Catullus, Propertius, Tibullus, and Horace will be read, along with critical analysis of their art and Greek models. The intention of this course is to discover to students the rich variety in Latin poetry. Prerequisite: Latin 202 or equivalent. Offered every three years.

LATIN 306. (3)

ROMAN THOUGHT. The poetry of Lucretius, some of the essays of Cicero and Seneca will be studied for the ways in which they present Roman versions of Greek ideas to a Roman audience, on the subjects of nature, religion, politics, and the goals of life. Prerequisite: Latin 202 or equivalent. Offered every three years.

LATIN 411. (3)

LATIN COMPOSITION AND GRAMMAR. Prerequisite: a third-year Latin course or equivalent, or permission of the instructor. Offered: on sufficient demand.

CLASSICAL STUDIES

Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek and do not carry language credit.

CLASSICAL STUDIES 201. (3)

ENGLISH ETYMOLOGY. A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen.

CLASSICAL STUDIES 202. (3)

CLASSICAL MYTHOLOGY. A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology and its linguistic, archaeological, and anthropological significance. Offered: alternate spring semesters.

CLASSICAL STUDIES 203. (3)

GREEK LITERATURE IN TRANSLATION.

Reading and discussion of major works of classical Greek literature. Literary themes and techniques are considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

CLASSICAL STUDIES 204. (3)

LATIN LITERATURE IN TRANSLATION.

Reading and discussion of major works of classical Latin literature. Literary themes and techniques are considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

CLASSICAL STUDIES 301. (3)

HUMANISM IN ANTIQUITY. An intellectual history of the ancient world, ranging from Hesiod's Theogony—an account of the genesis of the Greek Gods—to Boethius, the man who undertook to synthesize Plato and Aristotle. Readings include works by major figures, like Herodotus, Plato, and Augustine, as well as some by minor figures, like Minucius Felix and Basil. Emphasis is placed on such questions as what the ancients meant by "happiness," "human," and "nature," and how their views developed under paganism and Christianity. Prerequisite: Any of the following: Western Culture 101; History 271, 272; Latin or Greek at the 200-level or above; any Classical Studies course; or permission of the instructor. Offered in spring semester of alternate years.

CLASSICAL STUDIES 302. (3)

THEMES IN THE CLASSICAL TRADITION. A study of Greek and Roman themes in the ancient world and in Western and other cultures. The course may focus on a genre (e.g., epic), character (e.g., Hercules), theme (e.g., revenge), location (e.g., Olympia), or idea (e.g., progress). Students study a variety of materials, which may include literature, art, music, and film. Prerequisite: Any Classical Studies course or permission of the instructor. Offered in rotation with Classics 301 and 303.

CLASSICAL STUDIES 303. (3)

LIFE IN THE ANCIENT WORLD. A study of the material life of the ancients that focuses on the way people lived and confronted their environment. Topics may include both the humdrum artifacts of everyday life and the grand religious and political monuments left by the great civilizations, as well as ancient trade and agriculture, plagues and famines, city-planning, and engineering. Materials studied include those in the literary, epigraphic, archaeological, and artistic record. Prerequisite: Any Classical Studies course or permission of the instructor. Offered in rotation with Classics 301 and 302.

CLASSICAL STUDIES 480. (1)

CAPSTONE SEMINAR FOR CLASSICAL STUDIES, LATIN, LATIN AND GREEK, AND GREEK MAJORS. In this course, students engage a special topic in their specific major and select individual research topics on which to do guided independent work resulting in a substantial critical research paper. Students are normally expected to complete this course in the spring of the junior year or the fall of the senior year. Corequisite: Any junior or senior level course in Classical Studies, Latin, or Greek. Offered: each semester.

HISTORY 271. (3)

GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and does not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester of even-numbered years.

HISTORY 272. (3)

ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. This course does not assume a knowledge of Latin and does not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester of odd-numbered years.

LINGUISTICS 301. (3)

DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3)

HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 259. Offered: on sufficient demand.

ECONOMICS AND BUSINESS

Professors Carilli, Dempster, Isaacs, Thornton, Townsend; Assistant Professors Khurana, Lea; Visiting Assistant Professor Levkoff

Chair: Kenneth N. Townsend

Students may choose from one of three majors: Economics, Economics and Business, and Mathematical Economics. The requirements for all students majoring in Economics or Economics and Business are 30 hours in the Economics and Business Department, to include Economics 101, 103, 301, and 303, and, in addition, Mathematics 121 (or a higher level Statistics course) and 140 (or a higher level Calculus course). Students are expected to take the two required Mathematics courses prior to the junior year and to complete Economics 301 and 303 during the junior year.

Beyond these specific courses, the Economics major requires the student to take Economics 401 and 402, and the Economics and Business major requires Business 222, 231, 233, 241, 421, and 422. The Mathematical Economics major requires 21 hours in Economics to include Economics 101, 103, 301, 303, 306, 308, and 402, and, in addition, Mathematics 121, 141, 142, 231, and 242, and Computer Science 261.

No more than six hours of courses at the 100-level in the Economics and Business Department may be applied toward any degree in the department. No more than three hours of Business courses (courses labeled BUSN) may be applied to the Economics major.

The Mathematical Economics major was created jointly by the Departments of Economics and Business and Mathematics and Computer Science. This joint participation from a department in the Social Sciences Division and a department in the Natural Sciences and Mathematics Division gives majors in Mathematical Economics the option of electing either a Bachelor of Arts or a Bachelor of Science degree at graduation.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

ECONOMICS

ECONOMICS 101. (3)

INTRODUCTION TO ECONOMICS. A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS 103. (3)

MONEY AND BANKING. Analysis of the fractional reserve banking system and its place in financial markets and the American economy. The Federal Reserve System and its relation to the banking system are analyzed. Monetary and fiscal policies are examined in the light of Macroeconomic theory. Prerequisite: Economics 101. May not be taken by a student who has had Economics 303, except with permission of the instructor. Offered: each semester.

ECONOMICS 201. (3)

COMPARATIVE ECONOMIC SYSTEMS. An examination of the major economic systems with emphasis on implications for resource allocation, income distribution, and economic growth. Prerequisite: Economics 101.

ECONOMICS 202. (3)

HEALTH ECONOMICS AND POLICY. An economic analysis of markets for health care and the participants in those markets (e.g., government, insurers, health care providers, and patients). The course uses economic analysis to examine some of the unique characteristics of markets for health care, including high levels of uncertainty, asymmetric information, externalities, and the government's unusually large presence in the market. Prerequisite: Economics 101.

ECONOMICS 203. (3)

GENERAL ECONOMIC HISTORY. Study of the historical origins and subsequent spread of modern economic growth in Western Europe and North America, with an emphasis on 18th and 19th century experience. Prerequisite: Economics 101.

ECONOMICS 204. (3)

TOPICS IN ECONOMIC HISTORY. This course explores historical events of economic significance and examines them using the tools of economic analysis. Potential topics include, but are not limited to, the 20th century U.S. economy; the rise and fall of communism; the history of financial markets; and the role of the entrepreneur in economic development. Prerequisite: Economics 101.

ECONOMICS 205. (3)

HISTORY OF ECONOMIC THOUGHT. A survey of the development of economics from Plato and Xenophon through marginalism. Emphasis is on the works of the central figures in the evolution of the discipline, including Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 206. (3)

TOPICS IN THE HISTORY OF ECONOMIC THOUGHT. This course explores methodological subjects in the history of economic thought, focusing on important economic thinkers and the context in which their ideas developed and evolved. Potential topics include, but are not limited to, capitalism and Marxism; classical and Keynesian economic thought; and theories of growth and development. Prerequisite: Economics 101.

ECONOMICS 208. (3)

PUBLIC FINANCE. An analysis of the process of government decision-making and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 209. (3)

TOPICS IN POLITICAL ECONOMY. This course adapts and applies the tools of economics to what are often considered non-economic questions and employs economic analysis to explore related public-policy problems. Potential topics include, but are not limited to, war, peace, and conflict resolution; poverty; crime and punishment; and democracy and voting systems. Prerequisite: Economics 101.

ECONOMICS 210. (3)

ECONOMIC DEVELOPMENT. A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 211. (3)

LABOR ECONOMICS AND LABOR RELATIONS. The course examines outcomes in the labor market and their causes. Topics covered vary from year to year, but are selected from the following: wage determination; labor supply decisions; firms' employment decisions; the impact of education and human capital investment, migration and

immigration, unemployment, welfare programs, theories of workplace discrimination, and the employment-at-will doctrine; and the impact of government regulation of labor markets. Prerequisite: Economics 101.

ECONOMICS 212. (3)

ENVIRONMENTAL ECONOMICS. This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution, resource exploitation, and overpopulation. Case studies are used to illustrate, and require use of, the concepts of public goods, externalities, benefit-cost analysis, and government regulation. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 213. (3)

ECONOMICS OF THE LAW. Application of economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 214. (3)

INTRODUCTION TO INDUSTRIAL ORGANIZATION AND THE ECONOMICS OF ANTI-TRUST. An examination of the structure, conduct, and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 215. (3)

URBAN AND REGIONAL ECONOMICS. Economic analysis of the location and growth of urban and regional areas with emphasis on public-policy issues. Discussion of land-use patterns, measurement and change in regional economic activity, and urban problems, such as transportation, housing, poverty, and crime. Special attention is placed on local fiscal behavior, overlapping jurisdictions and the provision of local public goods, and intergovernmental fiscal relations. Prerequisite: Economics 101.

ECONOMICS 216. (3)

AUSTRIAN ECONOMICS. This course develops the methodological foundations of the Austrian school. From these foundations the course investigates the Austrian view on value theory and social costs and benefits, entrepreneurship, competition and monopoly, the socialist calculation debate, capital and interest, money and monetary institutions, business cycle theory, and wages and unemployment. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 217. (3)

ECONOMICS OF SPORTS. Economic analysis of individual, team, and league sports. This course focuses not only on the market structure and industrial organization of sports leagues, but also addresses the public finance issues of municipal stadium construction and the labor issues involved with free agency and salary caps. Prerequisite: Economics 101.

ECONOMICS 218. (3)***DISEQUILIBRIUM, MONEY, AND MACROECONOMICS.***

This course provides an overview of macroeconomic theories and policies based on (the concept of) disequilibrium in markets for money and capital. Attention will be paid to both seminal literature and recent advances in the field. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 219. (3)

GAME THEORY. This course introduces a game theoretical framework to analyze strategies adopted by consumers, firms, or governments when there are competing interests or ends and the outcomes depend on the actions chosen by all of the participants. Topics include simultaneous move, sequential move, perfect information, imperfect information, and bargaining games. Class sessions often involve experiments. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 261. (3)

INTERNATIONAL TRADE. This course examines theories of trade pattern, trade-related policies in competitive and non-competitive markets, the effects of trade liberalization and economic integration, trade policies by developed and developing nations, and international factor movements. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 262. (3)

INTERNATIONAL FINANCE. This course examines international financial theory and policy. Topics include foreign exchange markets; fixed and flexible exchange-rate regimes; the international monetary system and the IMF; international capital flows and capital controls; macroeconomic analysis of prices, output, and interest rates in an open economy; international coordination of macroeconomic policy; balance of payment accounts and the macroeconomic effects of capital or current account surpluses or deficits; and immigration. Prerequisite: Economics 103. Offered: fall semester.

ECONOMICS 301. (3)

INTERMEDIATE MICROECONOMIC THEORY. A study of the theory of consumer behavior, production, and pricing; and comparison of resource allocation in competitive and non-competitive markets. Prerequisites: Economics 101, Mathematics 140 or higher, and junior standing. Offered: each semester.

ECONOMICS 303. (3)

INTERMEDIATE MACROECONOMIC THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisites: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 306. (3)

ECONOMETRICS. A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive empirical econometric work. Prerequisites: Economics 101 and Mathematics 121. Offered: fall semester.

ECONOMICS 308. (3)

MATHEMATICAL ECONOMICS. Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained optimization models. Prerequisites: Economics 301 and Mathematics 141. Offered: spring semester.

ECONOMICS 311. (1)

ECONOMICS RESEARCH AND WRITING I. This course is part of a two-semester sequence to introduce students to the methods and practice of producing scholarly research in economics. The first semester, students are required to read and discuss published research in the field of economics. Discussion focuses on choosing research questions, making effective arguments, and establishing support for an argument. Prerequisite: Economics major, or Economics 101 and permission of the instructor. Offered: fall semester.

ECONOMICS 312. (1)

ECONOMICS RESEARCH AND WRITING II. This course is part of a two-semester sequence to introduce students to the methods and practice of producing scholarly research in economics. The second semester, students are required to read and discuss published research in the field of economics as well as present their own ongoing research and review peer work. Prerequisite: Economics 311. Offered: spring semester.

ECONOMICS 395. (1, 2, or 3)

INTERNSHIP. Internship opportunities are made available to qualified students in the belief that learning which involves both the classroom and the larger world is especially valuable for the student. Combines work (normally done in the summer before the student's senior year) with ongoing course work and the production of a substantial research paper on a related issue. This paper, a daily journal, and the worksite supervisor's evaluation serve as the basis for the internship grade. However, the granting of credit for an internship remains at the discretion of the sponsoring faculty member. To qualify, a student must have a grade-point average of at least 2.7 at the time of application and must have taken at least nine hours of Hampden-Sydney Economics and Business courses or the equivalent before the internship begins. May not be included in the 30 hours required for the major.

ECONOMICS 401. (3)

SEMINAR IN ECONOMIC FORECASTING. A capstone course primarily for those seniors specializing in general economics, this seminar combines economic theory and econometric technique for the task of modeling and forecasting trends in both industry-level and aggregate economic activity. Prerequisites: Economics 301 and 303. Offered: fall semester.

ECONOMICS 402. (3)

SEMINAR IN PUBLIC-POLICY ANALYSIS.

A capstone course primarily for those seniors specializing in general economics, this seminar explores the application of economic analysis to a variety of public-policy issues. Prerequisite: Economics 401, or permission of the instructor. Offered: spring semester.

BUSINESS**BUSINESS 222. (3)**

NATURE, MANAGEMENT, AND ENVIRONMENT OF BUSINESS. An introductory survey of the organization and management of the business enterprise, with an emphasis on the functional areas. Prerequisites: Economics 101 and sophomore standing. Offered: each semester.

BUSINESS 223. (3)

ENTREPRENEURIAL THINKING. This course is about learning to think and act entrepreneurially in order to create value through new products, new solutions, new firms, new business units, new distribution channels, new business models, new technologies, and business transformation. The emphasis is on the art and science of "creating something new from little." The orientation in the course is to challenge students to think about how they can create, finance, and build or change a productive business organization with commonly available resources (e.g., intelligence, insight, energy, initiative, and personal relationships). Students learn to use this orientation wherever new venture creation may occur, namely, through the actions of an independent entrepreneur or in a large, established firm. Prerequisite: Economics 101 or permission of the instructor.

BUSINESS 231. (3)

FINANCIAL ACCOUNTING AND ANALYSIS. A comprehensive introduction to the fundamental principles and procedures of financial accounting. Emphasis is placed on the description, derivation, and interpretation of the primary financial statements. Prerequisite: Economics 101. Offered: each semester.

BUSINESS 233. (3)

MANAGERIAL ACCOUNTING AND ANALYSIS. Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis is placed on managerial accounting techniques. Prerequisite: Business 231. Offered: each semester.

BUSINESS 241. (3)

CORPORATE FINANCE. The financial organization and management of a business corporation. The course includes a study of methods of obtaining capital, financial policy, asset valuation, derivatives, and international applications. Prerequisite: Economics 103; Business 231 (or equivalent) is recommended but not required. Offered: each semester.

BUSINESS 242. (3)

INVESTMENT BANKING. This course is an introduction to advanced topics in investment banking, private equity, and venture capital. A case study method of instruction is used, and issues of valuation relating to small and medium enterprises are emphasized. Prerequisite: Business 241 or permission of instructor.

BUSINESS 263. (3)

THE INTERNATIONAL BUSINESS ENVIRONMENT. This course is a survey of international business issues and strategies. Subject areas include issues related to the economic, political, and human environments of international business. In addition, the functional operation of global firms is examined. Prerequisite: Economics 101.

BUSINESS 331. (3)

FINANCIAL STATEMENT ANALYSIS. This course covers issues associated with the analysis and interpretation of financial statements, with particular emphasis placed upon understanding the economic characteristics of a firm's business, the strategies the firm selects to compete in each of its businesses, and the accounting procedures and principles underlying the financial statements. Prerequisite: Business 231. Business 241 is strongly recommended. Offered: spring semester.

BUSINESS 341. (3)

FINANCIAL MARKETS AND INVESTMENT ANALYSIS. This course begins with a detailed examination of the securities market and basic portfolio theory. Additional topics include index models of portfolio selection, market equilibrium analysis and efficiency, stock valuation, and performance evaluation. Prerequisite: Business 241.

BUSINESS 342. (3)

FINANCIAL MODELING AND SIMULATION. This course introduces the techniques of financial modeling and their application to concepts such as financial forecasting, efficient portfolios, capital asset pricing, default-adjusted bond returns, bond duration, and derivative pricing (including option contracts and the Black-Scholes Pricing Model). The coursework is centered on the completion of extensive Excel-based projects that require both theoretical and practical knowledge of the financial concepts involved. Prerequisite: Business 241.

BUSINESS 343. (3)

STUDENT-MANAGED INVESTMENT FUND.

In this course participants in Tigerfund act as managers of an actual equity investment fund using money contributed for this purpose by the College. They are required to carry out and document trades, file weekly reports, and prepare and present an annual report summarizing their investment activities. Prerequisites: Business 241 and participation in Tigerfund in the preceding summer and fall semester. Corequisite: Business 341 or 342. Offered: spring semester.

BUSINESS 421. (3)

MANAGERIAL ECONOMICS AND DECISION MAKING. Application of microeconomic decision tools to managerial problems of the firm. The class time is divided between a discussion of tools to be used and application of those tools. Prerequisite: Economics 301. Offered: fall semester.

BUSINESS 422. (3)

SEMINAR IN BUSINESS ISSUES. The purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation, and communication of conclusions by the student are emphasized. Prerequisites: Business 222, 231, 241, and senior standing, or permission of the instructor. Offered: spring semester.

ENGLISH

Professors Davis, Hardy^L, K. Weese; Associate Professors Nowlin, Perry, Varholyl; Assistant Professor Horne; Visiting Assistant Professor Toth

Chair: Steele Nowlin

The requirements for a major in English are 34 hours. These hours must include one semester of History of English Literature (211 or 212); one semester of American Literature (221 or 222); one focused perspectives course (English 224, 226, 228, 230, or 340); one semester of Shakespeare or Chaucer or Milton at the 300 level (330, 334, or 335); a period course (English 300, 301, 302, 303, or 304); any two upper-level elective literature courses, including author, genre, or special topics courses at the 300 level; Literary Theory and Criticism (English 380); and two elective courses (one in literature before 1900; one elective may be in creative writing). It is strongly recommended that students take Literary Theory and Criticism in the junior year. Each major must enroll in English 480, the Capstone Seminar, and take as a corequisite English 481, the Research Methods Seminar. Students should take 480/481 during their senior year unless they are considering an honors project, in which case they should talk to their advisor about taking 480/481 during the second semester of their junior year. It is recommended that students complete 380 and two other 300-level courses before enrolling in the capstone. Prospective majors are strongly encouraged to take a literature course numbered at the 100 level in their freshman or sophomore year. English courses taken at other institutions and presented for major credit must be approved in writing by the Department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

The requirements for a minor in Creative Writing are 15 hours, including a minimum of three creative writing courses from among English 250, 252, 350, and 352. A Creative Writing minor must specialize in either poetry or fiction by taking both workshops in that genre as well as a literature course that focuses on the genre of choice. In addition, each student must take Rhetoric 301. English majors who elect to complete this minor are allowed to count one course towards both the English major and the Creative Writing minor. Students completing the Creative Writing minor who elect also to complete the Rhetoric minor (see under Rhetoric) are allowed a one course overlap (Rhetoric 301).

Note: The English Department offers several sections of the following 100-level courses each year. Please consult TigerWeb for the precise courses offered each semester. These courses are especially suitable for first- and second-year students beginning the English major or satisfying the College's general literature requirement. Students may take as many different 100-level literature courses as they like for credit, and all will satisfy the general literature requirement, but only one such course will fulfill a requirement for the English major.

All 300- and 400-level courses have the following prerequisite: any 100-level or 200-level literature course in the Department of English, or consent of the instructor.

ENGLISH 190. (3)

FATHERS AND SONS IN LITERATURE. This course explores how literature treats issues of masculinity as they are handed down and transformed from one generation to the next. With attention to literary fathers and sons, students develop techniques for reading and analyzing works from several historical periods and genres, possibly including poetry, fiction, nonfiction, drama, and/or film. Related topics to be considered might include the representation of the family, the role of the artist, and the possibility of language as a place for experimentation and social change. Prerequisite: none.

ENGLISH 191. (3)

LITERATURE OF THE AMERICAN ROAD. This course will introduce students to literary analysis through works that explore the motif of the road, especially as it has flourished in American literature. We will attend to the relationship between the road and narrative structure, the road as a metaphor for life, the association of the road with outsiders, and the use of the road to further plot and character development. Readings will vary each semester, but may include fiction by Nathaniel Hawthorne, Flannery O'Connor, Paul Auster, and Cormac McCarthy; poetry by Walt Whitman and Allen Ginsberg; and selected drama and film. Prerequisite: none.

ENGLISH 192. (3)

LITERATURE AND YOUTH. This course focuses on literary works—short stories, novels, poetry, some films—that dramatize the experience of coming of age in a complex world. Students read versions of the Bildungsroman (or novel of education) and the Künstlerroman (or novel of the growth of the

artist), in the process considering the varying ways in which young men and young women experience the transition from youth to adulthood. In addition, students develop techniques of reading, interpreting, and analyzing works from several historical periods and genres. Prerequisite: none.

ENGLISH 194. (3)

LITERATURE OF WAR. This course introduces students to a wide variety of writing about the topic of war, across different time periods and cultures, ranging from antiquity to the 21st century, and including fiction, non-fiction, poetry, drama, and other types of literary expression. Class discussions focus on literary form and interpretation, especially the ways in which literature works to represent the experiences of war. Assessment includes regular short papers, longer essays, and student presentations. Prerequisite: none.

ENGLISH 195. (3)

LITERATURE AND MEDICINE. Drawing on representations of illness, health, science, and the body, this course explores connections between the discourses of medicine and literary writing. Students will analyze literary, historical, and other cultural texts from a variety of traditions and told from the point of view of practitioners, patients, and onlookers. Topics to be considered might include questions of medical and narrative authority, storytelling and diagnosis, and how new technologies impact medical narratives. Readings will be chosen at the instructor's discretion, but could include authors such as Anton Chekhov, William Carlos Williams, and Margaret Edson and cultural texts such as The Patient Bill of Rights, as well as assorted poems, essays, and short stories. Prerequisite: none.

ENGLISH 196. (3)

RELIGION AND LITERATURE. This course introduces students to literary analysis through an exploration of religious themes in literary works, such as the inexpressibility of the transcendent; the significance of suffering; the relationship between beauty and the divine; and our place within family, community, and history. The assigned texts will vary from semester to semester, but they may include work by fiction writers such as Dostoevsky, Hawthorne, Kafka, O'Connor, Kawabata, McCarthy, and Ozick; poets such as Milton, Donne, Blake, Hopkins, Dickinson, Eliot, Stevens, Plath, Snyder, and Larkin; and dramatists such as Aeschylus, Beckett, and Shaffer. Prerequisite: none.

ENGLISH 199. (3)

AMERICAN NATURE WRITING. A study of selected American works which deal with the relationship between human beings and the natural world. The course is an examination of American attitudes toward the uses of nature--as a source of delight, of ethical wisdom, and of revelation in some larger sense--and of the methods by which the individual can prepare himself to receive such benefits. Authors include Cooper, Emerson, Thoreau, Frost, Cather, Faulkner, and Silko. Prerequisite: none. Offered: spring semester of odd-numbered years.

ENGLISH 211-212. (3-3)

THE HISTORY OF ENGLISH LITERATURE. The first semester surveys major authors, works, and literary types from the beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 211 in the fall semester; 212 in the spring semester.

ENGLISH 221-222. (3-3)

AMERICAN LITERATURE. A general study of American literature from colonial times through the Civil War (221) and from the Civil War to the present (222). We focus especially on major figures: Hawthorne, Melville, Emerson, Thoreau, Douglass, and Whitman; Dickinson, Twain, Frost, Stevens, Hughes, Faulkner, Baldwin, and others. Prerequisite: none. Offered: 221 in the fall semester; 222 in the spring semester.

ENGLISH 224. (3)

INTRODUCTION TO AFRICAN-AMERICAN LITERATURE. The works of major African-American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to African-Americans. Poetry (from Dunbar to Rita Dove) and fiction (from Toomer to Morrison) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none. Offered: fall semester of odd-numbered years.

ENGLISH 226. (3)

LITERATURE AND GENDER. A study of gender as a significant force in shaping literature, affecting form, content, and style in works by both men and women worldwide. Themes include gender roles, past and present; family relationships; the women's movement as a cultural phenomenon; and male and female literary "voices." Works by various authors are considered, ranging from Jane Austen, Virginia Woolf, and Alice Walker to Charles Dickens, D. H. Lawrence, and William Styron. Prerequisite: none. Offered: fall semester of even-numbered years.

ENGLISH 228. (3)

POSTCOLONIAL LITERATURE. This course explores definitions of Postcolonialism through literature from places that are not normally canonized in Western literature courses. For example, students might read texts from India, Australia, and Africa as well as from Canada, Latin America, and the Caribbean. Readings will come primarily (but not exclusively) from the twentieth century and cover a variety of genres. Themes that the course investigates include the idea of nationality, the construction of history, categories of race and class, the complexities of cultural inheritance, and problems of narrative transmission. What does it mean to come from a certain place? Who gets to tell the history of a given country? What do governments and national identity have to do with storytelling and art? Prerequisite: none. Offered: spring semester of even-numbered years.

ENGLISH 230. (3)

MULTI-ETHNIC AMERICAN LITERATURE. Through fiction, poetry, drama, and essays, this course explores the literary imaginations of writers who are members of two different cultures and analyzes how these writers express their sense of identity and locate themselves in relation to the dominant culture. The course addresses some combination of writings by Jewish-American, Native American, Asian-American, and Chicano/a authors, in some years including them all and in some years focusing more narrowly on the literature of one or two of these groups. The course covers historical and cultural background materials to help students understand the literary themes and techniques of multi-ethnic writers. Though the bulk of the readings are written by multi-cultural authors, some readings by white American writers about people of other cultures may also be included to show how issues of ethnicity inform much of American literature. Prerequisite: none. Offered: spring semester of odd-numbered years.

ENGLISH 241. (3)

INTRODUCTION TO CINEMA. Drawing on classic through contemporary masterpieces from American and European cinema, this course first teaches students how to read the filmic image and to appreciate film style. It next addresses narrative technique in film, then introduces some critical approaches to understanding film, such as genre and auteur criticism. Finally, the course examines some films in a cultural-studies context. This course does not satisfy the college's literature requirement. Screenings are held at a time different from the class period. Prerequisite: none. Offered: spring semester.

ENGLISH 242. (3)

INTRODUCTION TO DRAMATIC LITERATURE. An introduction to the drama as a literary genre, focusing primarily, but not exclusively, on dramas written in English. Students analyze dramas to consider the building blocks--character, setting, plot, theme, dialogue--authors use to create plays, the expectations created by forms like comedy and tragedy, and the social function of drama. Authors may include Shakespeare, Wilde, O'Neill, Wilson, Churchill. Prerequisite: none. Offered: spring semester of even-numbered years.

ENGLISH 243. (3)

THE SHORT NOVEL IN TRANSLATION. This course includes British, European, American, and South American authors and works. Students read about fifteen short novels by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Gabriel Garcia Márquez. Prerequisite: none. Offered: fall semester of even-numbered years.

ENGLISH 244. (3)

THE ART OF THE ESSAY. A study of the essay as a literary form. Students analyze classic and experimental essays for technique, content, and social and historical context. This is primarily a literature course concerned with careful reading and discussion of published essays by established writers, although students may write one or two literary essays of their own. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 245. (3)

SATIRE. An introduction to the tradition of literary satire. The course emphasizes understanding satiric techniques such as irony, parody, caricature, hoaxes, and the creation of a satiric persona. A subsidiary concern is the historical development of the genre from classical literature to the present. Writers to be studied vary, but may include Juvenal, Horace, Butler, Swift, Pope, Voltaire, Blake, Byron, Carlyle, Twain, Bierce, Waugh, Orwell, Vonnegut, and Atwood. Offered: fall semester of even-numbered years.

ENGLISH 257. (3)

FICTION INTO FILM. An examination of how several notable works of fiction have been adapted for the screen. After beginning with general principles of narrative theory and some general principles of film aesthetics, the course then focuses on the different ways that stories are told in short fiction, novel, and film. The texts included are ones that present some interesting challenges for adaptation from one medium to another, with the films often representing significant departures from the print text. Emphasis is placed on understanding the important differences between print and film media for narrative and narration. Offered: on sufficient demand.

ENGLISH 258. (3)

LITERATURE OF THE SOUTH. This course examines Southern literature with attention to the idea of the "Southern" writer as a geographical, cultural, and historical distinction. Within this broader category, the course explores differences of region, race, class, and gender. Readings include major literary genres (fiction, poetry, drama) as well as other cultural constructions of the South. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 259. (3)

HISTORY OF THE ENGLISH LANGUAGE. An introductory survey of the history of the English language from its Indo-European roots through to the 21st century. The course covers major linguistic concepts important to the development of English but situates linguistic components within the context of historical, cultural, and literary change. Offered: spring semester of odd-numbered years.

ENGLISH 270. (3)

INTRODUCTION TO SHAKESPEARE. An introduction to Shakespeare's language and his major poetic and dramatic works. Texts are grounded in their historical contexts, and particular attention is given to Shakespeare's use and development of literary forms and themes. Offered: fall semester.

ENGLISH 300. (3)

MEDIEVAL ENGLISH LITERATURE. A study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary genres, and characteristic human values of the English middle ages. Readings are in modern translation; knowledge of the Old English and Middle English languages is not required. Offered: spring semester of odd-numbered years.

ENGLISH 301. (3)

LITERATURE OF THE ENGLISH RENAISSANCE. The course explores masterpieces of this golden age of English literature, including works which supply compelling alternatives to contemporary platitudes about what constitutes greatness. Students consider the architectonic discipline as defended by Sir Philip Sidney, a utopia invented by Sir Thomas More, a wannabe politician illustrated by Ben Jonson, and the Dr. Faustus who sold his soul to the devil in Marlowe's play. Herbert, Donne, Spenser, and others will also figure in the course. Offered: spring semester of even-numbered years.

ENGLISH 302. (3)

EIGHTEENTH-CENTURY LITERATURE. A critical study of the major writers of the eighteenth century, particularly Pope, Swift, and Samuel Johnson, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic eras. There is a concentration on satire, but with some attention to drama, the novel, lyric poetry, and miscellaneous prose. Offered: spring semester of even-numbered years.

ENGLISH 303. (3)

THE ENGLISH ROMANTICS. The six major Romantics—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also to the continuing struggle of "the Romantic imagination." Offered: fall semester of even-numbered years.

ENGLISH 304. (3)

VICTORIAN LITERATURE. This course concentrates on the major Victorian poets--Browning, Tennyson, and Arnold--and samples the minor ones. It examines the prose writings of Darwin, Mill, and Arnold; and it peeks into the prose fiction of some significant Victorian novelists—probably Dickens, Anthony Trollope, and a Brontë. Offered: fall semester of odd-numbered years.

ENGLISH 311. (3)

EPIC WRITING. In this course, the nature of the epic and of episodic storytelling is considered. The course will begin with the *Odyssey* and include the *Epic of Gilgamesh* as well as selected texts from the English, American, and broader European traditions. Along the way, a number of questions connected to the epic genre are examined: how epics represent their political and social contexts, how epics establish a fictional world in their opening lines, how this genre uses the episode to isolate and illuminate action or thought, in what ways notions of the heroic evolve as this genre develops in later traditions. The relationship between the epic and different forms of storytelling is also considered—from oral to early writings to mass produced print to visual media—and how differing media shape narrative conventions. Offered: fall semester of odd-numbered years.

ENGLISH 313. (3)

ENGLISH DRAMA. This survey of English drama before 1800 considers the native and continental influences that produced a tradition of drama in English, how the development of standing theatres in 16th-century London led to a flowering of the form, and the resurgence of drama in the 18th century after the dormant Revolutionary years. Readings range from medieval mysteries and moralities to 18th-century libertine comedy, excluding Shakespeare. Authors may include Machiavelli, Kyd, Marlowe, Jonson, Sheridan, Goldsmith, and Molière. Offered: spring semester of odd-numbered years.

ENGLISH 314. (3)

MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, Garcia Lorca, Brecht, Tennessee Williams, and Arthur Miller. Offered: on sufficient demand.

ENGLISH 316. (3)

MODERN BRITISH AND AMERICAN POETRY. A critical study of major poets of the twentieth century, such as Yeats, Eliot, Frost, Williams, Stevens, Hughes, Levertov, and Ammons. The course is intended less as an historical overview than as a close examination of the poetic worlds of the individual writers. Offered: spring semester of even-numbered years.

ENGLISH 317. (3)

ENGLISH NOVEL. The English novel is studied from its inception with Defoe and Fielding in the eighteenth century to the end of the nineteenth century. Major novelists to be read also include Austen, the Brontë sisters, Dickens, and Hardy. Offered: fall semester of odd-numbered years.

ENGLISH 318. (3)

MODERN BRITISH AND AMERICAN NOVEL. Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Offered: spring semester of even-numbered years.

ENGLISH 320. (3)

THE SHORT STORY. Readings are drawn from American, British, and European short stories, and from criticism and theory of fiction. Authors may include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; Joyce, Saki, Maugham, Mansfield, D. H. Lawrence, and H. G. Wells; Maupassant, Chekhov, Pushkin, Kafka, García Márquez, and Thomas Mann. Offered: spring semester of odd-numbered years.

ENGLISH 322. (3)

CONTEMPORARY FICTION. Readings are drawn from the work of major novelists writing in English since 1945, with emphasis on fiction written since the 1970s. The reading list, which reflects the cultural diversity of highly regarded writers in the contemporary period, evolves as new authors emerge or established figures produce new works of fiction. Authors taught recently include Tim O'Brien, Kazuo Ishiguro, Jane Smiley, Toni Morrison, Julian Barnes, and Cormac McCarthy, among many others. Innovations in narrative technique are considered in relation to the novels' thematic content. Offered: fall semester of even-numbered years.

ENGLISH 323. (3)

CONTEMPORARY POETRY. This course is a survey and study of contemporary poetry. The course will focus on poetry written from the 1970s to the present, though earlier work may be read to provide appropriate perspective. Though mostly centering on English-language verse (primarily American and British writers), the reading list also gives attention to contemporary poetry in translation. The course focuses closely on contemporary form and prosody (not forgetting that free-verse is not free from verse, and that formal poetry is not free of its informalities) as well as content, attempting to take into its ambit a wide range of poets, styles, and concerns. Offered: fall semester of odd-numbered years.

ENGLISH 330. (3)

CHAUCER. The Canterbury Tales, Troilus and Criseyde, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Offered: fall semester of odd-numbered years.

ENGLISH 334. (3)

SPECIAL TOPICS IN SHAKESPEARE. A thematic consideration of some of Shakespeare's works in their cultural and literary contexts and an introduction to literary criticism and scholarship in Shakespeare studies. Primary readings may include selections from the long narrative poems, the sonnets, and the tragedies, comedies, histories, and romances. Offered: spring semester.

ENGLISH 335. (3)

MILTON. A seminar on the writings, life, and times of John Milton. The course begins with close reading of Milton's early works (for example, "L'Allegro," "Il Penseroso," "Lycidas," and Comus), his sonnets, and selected prose, including "Of Education," "Areopagitica," and sections of Christian Doctrine. Most of the semester is then devoted to careful study of Paradise Lost, Paradise Regained, and Samson Agonistes. Offered: fall semester of even-numbered years.

ENGLISH 336. (3)

AUSTEN. A study of Austen's six novels, juvenilia and selected letters critically considered, focusing on her subject of the growth of the mind and on her style. The question of whether Austen is an eighteenth- or nineteenth-century writer, a classic or a romantic artist, a "revolutionary" or a "conservative" is central, but emphasis is on the fiction, not on the revolutionary period in which she lived. Offered: on sufficient demand.

ENGLISH 337. (3)

DICKENS. A study of Dickens's novels and his development as a writer, focusing primarily on the evolution of his style and characterizations, but with some attention also to special topics like Dickens's humor, his social themes, and the serial publication of the novels. At least one of the long novels (e.g., Bleak House) is read throughout the semester in its serial parts. Offered: on sufficient demand.

ENGLISH 338. (3)

FAULKNER. Readings for this course include at least five of Faulkner's novels, many short stories, and some Faulkner miscellany, all positioned against the backdrops of Modernism and the American South. The course also includes some shorter works by other 20th-century authors and several critical approaches to this complex and innovative author. Offered: spring semester of odd-numbered years.

ENGLISH 339. (3)

HEMINGWAY. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Offered: on sufficient demand.

ENGLISH 340. (3)

MORRISON. A study of seven of Morrison's novels, from The Bluest Eye to Paradise, and selections from her literary criticism, as well as a consideration of criticism written about this Nobel Prize-winning author. Central issues include narrative technique, treatment of race and gender, and the historical/cultural background of the novels. Offered: spring semester of even-numbered years. [English 340 will satisfy the literature of difference requirement for majors, OR the upper-level or free elective requirement.]

ENGLISH 360. (3)

AUTHORSHIP AND THE HISTORY OF THE BOOK. This course examines the ways that literature has been shaped by changes in authorship and changes in textual technologies. Students consider questions such as how authors have been educated, compensated, and represented; the importance of authorship in literary theory; and how literature is affected by the way it is written and read, whether orally, in manuscript, in print, or in electronic form. Offered: fall semester of odd-numbered years.

ENGLISH 380. (3)

LITERARY THEORY AND CRITICISM. A study of critical theories, especially of modern trends in criticism, and an introduction to the practice of critical techniques. Offered: fall semester.

In the second semester of the junior year or the first semester of the senior year, each major must enroll in English 480, the Capstone Seminar, and take as a corequisite English 481, the Research Methods Seminar.

ENGLISH 480. (3)

CAPSTONE SEMINAR FOR ENGLISH MAJORS. In this course students engage a special topic in English and select individual research topics on which to do guided independent work resulting in a substantial critical research paper. While the class as a whole covers readings relating to the topic of the course, each student is expected to find further primary and secondary texts related to his own work. During the semester each student gives oral presentations, writes brief thought papers and/or summaries of critical works, and produces drafts of his final essay. The final essay is graded by the course instructor and a second reader from within the department. Students are normally expected to complete this course in the spring of the junior year or the fall of the senior year. When offered as the capstone, this course may not fulfill other requirements for the major. This course is also linked to a one-hour research methods seminar. Corequisite: English 481. Offered: each semester.

ENGLISH 481. (1)

RESEARCH METHODS SEMINAR FOR ENGLISH MAJORS. In this course advanced English majors who are working on their capstone projects develop and strengthen the skills they need for independent research. The syllabus for the course is keyed to the schedule in the 480 course. Tasks and topics include developing an annotated bibliography, honing library skills, adhering to citation formats, and designing oral presentations appropriate to literary studies. Special emphasis is placed on effective use of critical discourse and on writing workshops. Corequisite: English 480. Offered: each semester.

WRITING COURSES**ENGLISH 250. (3)**

INTRODUCTORY CREATIVE WRITING: POETRY. A workshop in the craft of writing poetry. The general approach is to examine selected short works as models and to present copies of student writing to the class for discussion and criticism. Prerequisite: none. Offered: fall semester.

ENGLISH 252. (3)

INTRODUCTORY CREATIVE WRITING: FICTION. A workshop in the discipline of writing fiction. Students study the techniques of short-story writers, such as Anton Chekhov and Eudora Welty, to use as models in the writing of their own stories. Prerequisite: none. Offered: fall semester.

ENGLISH 350. (3)

INTERMEDIATE CREATIVE WRITING: POETRY. A workshop in the craft and art of writing poetry. Classes are a mix of open readings and criticism of student poems, reports, and tutorials. Students are asked to compose a chapbook-length portfolio of their own poetry by the end of the semester. Prerequisite: English 250, or consent of the instructor. Offered: spring semester.

ENGLISH 352. (3)

INTERMEDIATE CREATIVE WRITING: FICTION. A workshop in the craft of writing fiction. Students move from brief assignments emphasizing the elements of fiction-description, point of view, character, and plot-to the writing of short stories. Prerequisite: English 252, or consent of the instructor. Offered: spring semester.

FINE ARTS

*Professors Fox, Kagan, Lewis; Senior Lecturer Prevo;
Assistant Professors Dubroff, Wiley von Rueden;
Visiting Assistant Professor Rone*

Chair: Shirley Kagan

The Department of Fine Arts offers two majors: Theatre and Visual Arts.

The requirement for a major in Theatre is a minimum of 32 hours, to include: Theatre 101, 201, 220, 251, 252, 253, 254, 321, 361, 401, 498, 499. Two additional dramatic literature courses from: Theatre 201, 360, English 270, 313, 314, 334, French 401, German 401, Spanish 405, 408. Note: Theatre 360 and 361 are courses that can be taken more than once for credit, as the topic rotates. Theatre 201 cannot be used to fulfill a requirement for the dramatic literature category of the major (the second category) if it is used to fulfill a requirement for the first category of the major.

The requirement for a major in Visual Arts is a minimum of 34 hours, to include: Visual Arts 200, 202, 220, 498, 499. Five classes from the following: Visual Arts 221, 222, 223, 321, 322, 323, 324, 325, 361, Theatre 401. Two additional classes from the following: Visual Arts 201, 204, 205, 208, 210, 360, Philosophy 218. Students who wish to major are strongly encouraged to complete VISU 220 before the end of their sophomore year and VISU 200 and VISU 202 before the end of their junior year.

Students interested in majoring in the Visual Arts should meet with the Visual Arts faculty before or during their sophomore year to devise a course of study. The Visual Arts Division of the Fine Arts Department must approve Visual Arts courses taken at other institutions and presented for major credit.

The Department of Fine Arts offers three minors: one in Music, one in Theatre, and one in the Visual Arts.

The requirements for a minor in Music are 15 credit hours; Music 221 and 321 (Music Theory I and II) are required, as is any one additional 300-level music class other than Music 350-353 (Theory and Practice of Choral Music) or Music 354-357 (Theory and Practice of Instrumental Ensemble Music); to complete the minor, students must take any two courses from among the following: Music 101 (Introduction to Music Literature), Music 216 (Music of the Twentieth Century), Music 217 (American Music), Music 218

(Jazz History), Music 219 (History of Opera), and Physics 135 (The Physics of Sound). Students pursuing the minor in Music are strongly encouraged to participate in two semesters of Music 250-253 (Theory and Practice of Choral Music) or Music 254-257 (Theory and Practice of Instrumental Ensemble Music).

The requirements for a minor in Theatre are 15 credit hours from the courses listed below, including at least three Theatre offerings: Theatre 101 (Introduction to Theatre), Theatre 201 (Asian Theatre), Theatre 220 (Acting), Theatre 321 (Directing), Theatre 360 (Topics in Theatre Theory and Literature), Theatre 361 (Topics in Theatre Practice), Theatre 401 (Theatre Design and Technology), English 270 (Introduction to Shakespeare), English 313 (English Drama), English 314 (Modern Drama), English 334 (Special Topics in Shakespeare), French 401 (French Theatre), German 401 (German Theatre), Spanish 405 (Twentieth Century Latin American Theatre), Spanish 408 (Theatre of the Golden Age).

The requirements for a minor in the Visual Arts are 15 credit hours from the Visual Arts courses listed below, including at least one studio, one lecture, and two 300-level courses. Lecture courses should be chosen from the following: Visual Arts 200 (Art in the Contemporary World), Visual Arts 201 (The History of Western Art I), Visual Arts 202 (The History of Western Art II), Visual Arts 204 (Greek and Roman Art and Architecture), Visual Arts 205 (Medieval Art and Architecture), Visual Arts 208 (Western Art of 19th and 20th Centuries), Visual Arts 210 (American Photography), Visual Arts 360 (Topics in Art History). Studio courses should be chosen from the following: Visual Arts 220 (Color and Two-Dimensional Design), Visual Arts 221 (Drawing I), Visual Arts 222 (Painting I), Visual Arts 223 (Photography I), Visual Arts 321 (Drawing II), Visual Arts 322 (Painting II), Visual Arts 323 (Photography II), Visual Arts 324 (Digital Photography), Visual Arts 325 (Portraiture), Visual Arts 361 (Topics in Studio Art).

Students interested in going into arts management may want to consider Economics 101 as the prerequisite for the following helpful courses: Business 222, 231, or 241.

Students interested in taking private music lessons for academic credit can do so at Longwood University by enrolling in Music 155/156, 255/256 through the Longwood University Cooperative Program. Students are encouraged to see Professor Wiley von Rueden for details.

MUSIC

MUSIC 101. (3)

INTRODUCTION TO MUSIC LITERATURE. The aim of this lecture course is to develop listening skills, musical understanding, and knowledge of the standard repertoire. It examines music in its historical and cultural contexts through readings, guided listening, audio-visual materials, and lecture demonstrations. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none. Offered: each semester.

MUSIC 121. (3)

FUNDAMENTALS OF MUSIC. This course introduces students to the fundamentals of music notation and music theory. Students learn how to read treble and bass clefs, construct scales, identify key signatures and intervals, and write chord progressions. Students develop their ability to recognize musical structures aurally through taking musical dictation and acquiring basic keyboard skills. Prerequisite: none. Offered: each semester.

MUSIC 216. (3)

MUSIC OF THE TWENTIETH CENTURY. This lecture course provides an intensive study of the art music of the past century. Significant composers and the musical, historical, philosophical, and social contexts of their works are explored; attendance at several concerts is required. Prerequisite: none. Offered: on sufficient demand.

MUSIC 217. (3)

AMERICAN MUSIC. This lecture course is a survey of the music of the North American colonies and the United States from the 17th century to the present. The course seeks to establish the continuity of American music with the Western European tradition while exploring the diversity of influences from other world cultures. The continuing interactions of classical, folk, and popular music, which give American music its uniqueness, are fully examined. Concert attendance is expected. Prerequisite: none. Offered: fall semester.

MUSIC 218. (3)

JAZZ HISTORY. This lecture course is an examination of jazz as both a musical and a sociological phenomenon. The course focuses on the musical developments that resulted in the creation of jazz, the major jazz styles from New Orleans origins to the present day, the musicians who perform jazz, and the influence the art of jazz has had on other areas of music. Attendance at a local jazz concert is required. Prerequisite: none. Offered: spring semester.

MUSIC 219. (3)

HISTORY OF OPERA. This lecture course is a study of opera from its origins in the work of the Florentine Camerata and Monteverdi, through the more familiar works of Handel, Mozart, Verdi, Wagner, and Puccini, to the contemporary creations of Carlisle Floyd, Philip Glass, John Adams, John Corigliano, William Bolcom, and John Harbison. Films and telecasts of operas are shown, and a field trip to an opera performance is organized. Prerequisite: none. Offered: fall semester.

MUSIC 221. (3)

MUSIC THEORY I. This lecture class is designed to refine music reading, writing, and analytical skills. Classwork regularly involves critical listening and exercises in diatonic harmony and composition. Other topics include notation, basic counterpoint, basic musical forms, and score study. Prerequisite: Music 121, or permission of the instructor. Offered: fall semester.

MUSIC 321. (3)

MUSIC THEORY II. This lecture class is an advanced continuation of Music 221. Topics include chromatic harmony, modes, the analysis of larger musical forms, and more advanced score study. Prerequisite: Music 221, or permission of the instructor. Offered: spring semester.

MUSIC 341. (3)

SONGWRITING. A workshop in the craft of writing songs. Classes are a mix of student composition readings, critiques, and analysis of songs from the classical, popular, and traditional repertoires. Students complete three original songs and an analysis paper by the end of the semester. Prerequisite: Music 221 or demonstration of comparable experience.

MUSIC 360. (3)

TOPICS IN MUSIC HISTORY. This lecture course goes into considerable depth in the selected topic, such as music for the keyboard, chamber music, opera, or the works of a single composer or stylistic period. The course emphasizes analysis and interpretation through several written reports, listening and discussion in class, and outside listening. Prerequisite: Music 101, or permission of the instructor. Offered: on sufficient demand.

MUSIC 498. (1)

PRE-THESIS STUDY. Students must take this course the semester before taking Music 499 (Senior Thesis) to craft the thesis project proposal and to strengthen the skills required for the thesis. The student chooses and works with the thesis advisor to develop a plan for the upcoming semester that includes the wording of the thesis proposal and efforts sufficient to convince the advisor that he is prepared to undertake the thesis project.

MUSIC 499. (3)

SENIOR THESIS. This course involves the student in a project designed specifically to reflect his interest in the arts. In consultation with the faculty of the Fine Arts Department, and under the guidance of the appropriate member of that department, the project is undertaken in the student's senior year, and must include appropriate documentation. Prerequisites: Music 498 and senior status.

THEATRE**THEATRE 101. (3)**

INTRODUCTION TO THEATRE. This is a general survey lecture course which aims to familiarize students with the history and practice of western theatre. Plays are studied chronologically from the Greeks to contemporary playwrights. Geographical coverage includes theatre of the world from Asia to South America. Students also participate in hands-on theatrical activities, ranging from playwriting to staging scenes. No previous theatrical experience is expected. Prerequisite: none. Offered: each semester.

THEATRE 201. (3)

ASIAN THEATRE. This lecture course introduces students to the rich traditional theatre of various Asian countries, including India, China, and Japan. Historical and cultural analysis provides the context for detailed study of dramatic theory and scripts in translation. Students also are exposed to the different performance techniques through practical

workshop sessions and video presentations. Students participate in hands-on theatrical activities, ranging from playwriting to staging scenes. No previous theatrical experience is expected. Prerequisite: none. Offered: spring semester of even-numbered years.

THEATRE 220. (3)

ACTING. This studio course introduces students to acting, including basic proficiency in movement and vocal techniques. Students develop an approach to character and an understanding of theatre through extensive play-reading, scene work, and in-depth script analysis. The course also hones memorization, oral proficiency, and presentation skills. Prerequisite: none. The course is normally offered in the fall semester.

THEATRE 321. (3)

DIRECTING. This studio course immerses students in the comprehensive approach to theatre required of the director. Through extensive readings, script analysis, character-delination techniques, organizational exercises, time-management drills, and communication-strengthening approaches, students develop the skills necessary to mount a production. The semester culminates in the presentation of a one-act play festival which is open to the public. Prerequisite: Theatre 101. The course is normally offered every spring semester.

THEATRE 360. (3)

TOPICS IN THEATRE THEORY AND LITERATURE. This lecture course explores a specific aspect of theatre with an emphasis on theory or history. The course may concentrate on a particular playwright (e.g., Shakespeare), a genre (e.g., the Comedy), or a topic interwoven with the discipline (e.g., Political Theatre). The course may examine its subjects through in-class reports, discussion, and exercises, as well as through papers and performances. Offered: in rotation with Theatre 361.

THEATRE 361. (3)

TOPICS IN THEATRE PRACTICE. This studio course explores a specific aspect of theatre with an emphasis on performance or craft. The course may concentrate on a particular playwright (e.g., Shakespeare), a genre (e.g., the Comedy), or a topic interwoven with the discipline (e.g., Political Theatre). The course may examine its subjects through in-class reports, discussion, and exercises, as well as through papers and performances. Offered: in rotation with Theatre 360.

THEATRE 401. (3)

THEATRE DESIGN AND TECHNOLOGY. This studio course focuses on the history and evolution of design and technology from the Renaissance to the present. Students work in conjunction with the department's theatre productions to create a working knowledge in such areas as set and light design and stage craft. Each student also devises his own set designs for prominent plays from the history of theatre. Prerequisite: Theatre 101 or consent of the instructor. Offered: alternate semesters.

THEATRE 498. (1)

PRE-THESIS STUDY. Each Theatre major must take this course the semester before taking Theatre 499 (Senior Thesis) to craft the thesis project proposal and to strengthen the skills required for the thesis. The student chooses and works with the thesis advisor to develop a plan for the upcoming semester that includes the wording of the thesis proposal and efforts sufficient to convince the advisor that he is prepared to undertake the thesis project.

THEATRE 499. (3)

SENIOR THESIS. This course involves the student in a project designed specifically to reflect his interest in the arts. In consultation with the faculty of the Fine Arts Department, and under the guidance of the appropriate member of that department, the project is undertaken in the student's senior year, and must include appropriate documentation. Prerequisites: Theatre 498 and senior status.

VISUAL ARTS**VISUAL ARTS 200. (3)**

ART IN THE CONTEMPORARY WORLD. An introduction to visual art that covers various media used in studio art practices, develops skills in description and analysis of such works, and engages broader issues such as gallery and museum practices, and cultural heritage and patrimony. The course is open to all students and is a requirement of the Visual Arts Major. Offered: fall semester. Prerequisite: none.

VISUAL ARTS 201. (3)

HISTORY OF WESTERN ART I: ANCIENT TO MEDIEVAL. This introductory lecture course surveys the artistic traditions of ancient and medieval Europe framed against the art and architecture of ancient Near East and Egypt. Students examine representative works in their historical contexts and consider the ways art and architecture function as carriers of cultural meaning. Prerequisite: none. Offered: fall semester.

VISUAL ARTS 202. (3)

HISTORY OF WESTERN ART II: RENAISSANCE TO MODERN. This introductory lecture course surveys painting, sculpture, and architecture in Europe and America from the early Italian Renaissance to the middle of the twentieth-century. Students examine representative works in their historical contexts and consider the ways art and architecture function as carriers of cultural meaning. Prerequisite: none. Offered: spring semester.

VISUAL ARTS 204. (3)

GREEK AND ROMAN ART AND ARCHITECTURE. An introductory survey to the art and architecture of ancient Greece and Rome. The course concentrates on Greece from the Geometric through Hellenistic periods and on Rome from the Late Republic to the Late Empire including the period of the early Christian church under the patronage of the Emperor Constantine. Prerequisite: Western Culture 101 or Visual Arts 201, or permission of the instructor. Offered: spring semester of odd-numbered years.

VISUAL ARTS 205. (3)

MEDIEVAL ART AND ARCHITECTURE. This lecture course focuses on the architecture, sculpture, painting, and decorative arts produced in Europe between the fourth century and the early fourteenth century. Emphasis is on the construction, composition, and iconography of the monuments so that students develop skills in visual analysis and interpretation. Prerequisite: Western Culture 102 or Visual Arts 201, or permission of the instructor. Offered: spring semester of even-numbered years.

VISUAL ARTS 208. (3)

WESTERN ART OF THE 19TH AND 20TH CENTURIES. This lecture course focuses on the painting, sculpture, and architecture of Europe and North America in the modern age, presented in the context of contemporaneous historical events. Prerequisite: Visual Arts 200, 202, or permission of instructor. Offered: spring semester of odd-numbered years.

VISUAL ARTS 210. (3)

AMERICAN PHOTOGRAPHY. This lecture course examines American photographic representation from mid-19th-century experimental processes to the current digital age. The study of the role of photography in the United States is used to explore themes in the arts, social and political history, popular culture, and personal expression. Readings, discussion, portfolio viewings, oral and written reports, and visits to photographic exhibitions compose the course of study. Prerequisite: none. Offered: spring semester of odd-numbered years.

VISUAL ARTS 220. (3)

COLOR AND TWO-DIMENSIONAL DESIGN. This is a studio course which introduces and explores the use of color theory and the visual elements of line, shape, value, texture, and space in the visual arts and design. Drawing skills are not emphasized, though they would not be a disadvantage. Projects and problem solving include both fine arts assignments and graphic design applications. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: none.

VISUAL ARTS 221. (3)

DRAWING I. This is a studio course, concerned with the development of basic rendering (such as linear perspective and contour drawing) in accordance with the concepts of art. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: none. Offered: each semester.

VISUAL ARTS 222. (3)

PAINTING I. This introductory-level studio course stresses technical skills and includes color theory, panel and canvas construction and preparation, and instruction in both direct and indirect painting techniques. Students create several paintings during the semester. There is a lab fee to cover the cost of materials. Prerequisite: none.

VISUAL ARTS 223. (3)

PHOTOGRAPHY I. This is a studio course, with projects and readings that explore both the history and aesthetics of photography as a fine art. Along with instruction in using a 35mm camera and processing and printing photographs, this course deals with the sharpening of visual perception and emphasizes the creative use of photographic technique. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: none. Offered: each semester.

VISUAL ARTS 321. (3)

DRAWING II. This is a studio course that focuses upon identifying style, improving visual memory, working on a large scale, and using varied drawing materials. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: Visual Arts 221. Offered: spring semester alternating with Visual Arts 325.

VISUAL ARTS 322. (3)

PAINTING II. This intermediate-level studio course is an expansion upon Painting I, with assignments that look for more mastery of basic painting skills to further image sophistication and complexity. There is a lab fee to cover the cost of materials. Prerequisite: Visual Arts 222.

VISUAL ARTS 323. (3)

PHOTOGRAPHY II. This studio course explores photography as a visual language. Projects help students to develop their capacity for creative thinking and communication. Topics include montage, digital imaging, photographic mixed media, fiber-base printing, and print-toning. Students create a self-directed project and develop a portfolio of images. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: Visual Arts 223, or permission of the instructor. Offered: spring semester.

VISUAL ARTS 324. (3)

DIGITAL PHOTOGRAPHY. This studio course explores the aesthetic, conceptual and technical aspects of digital image making. Students develop proficiency using a digital camera and working with image editing software. Digital photographic techniques such as workflow, digital darkroom, image manipulation, and digital printmaking are addressed. Students work with color and learn basic color theory as it relates to photographic imagery. Students enrolling in this course are charged an additional fee to cover the cost of materials. Prerequisite: Visual Arts 223, or permission of the instructor. Offered: fall semester.

VISUAL ARTS 325. (3)

PORTRAITURE. This is a studio class that involves both drawing and oil painting. Topics and assignments include a brief history of the portrait, the anatomy of the head, portrait-drawing, and at least one portrait painting. There is some use of photography, so students need not feel that they must be accomplished artists. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: Visual Arts 221, or permission of instructor. Offered: spring semester, alternating with Visual Arts 321.

VISUAL ARTS 360. (3)

TOPICS IN ART HISTORY. This lecture course focuses on a specific topic in visual art, either of a specific period or style or discipline (e.g., Renaissance Art or early Christian Art, architecture, or decorative arts). The course emphasizes analysis and interpretation through written reports, observation, and discussion. Appropriate field trips may be undertaken. Prerequisite: permission of the instructor. Offered: in rotation with Visual Arts 361.

VISUAL ARTS 361. (3)

TOPICS IN STUDIO ART. This studio course focuses on a specific studio discipline (documentary photography or digital art). The course emphasizes analysis and interpretation through examination of practices and portfolio development. Observation, discussion, and reports are also a part of the class. Appropriate field trips may be undertaken. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: permission of the instructor. Offered: in rotation with Visual Arts 360.

VISUAL ARTS 423. (3)

PHOTOGRAPHY III. In this advanced level studio course, students will refine their technical and creative skills as they complete projects and assemble portfolios of images. Students are encouraged to work more autonomously while developing their own approaches to the medium and investigating related issues in contemporary photography. Students enrolling in this course will be charged an additional fee to cover the cost of materials. Prerequisite: VISU 323 or VISU 324 and permission of the instructor. Offered: on sufficient demand.

VISUAL ARTS 498. (1)

PRE-THESIS STUDY. Each Visual Arts major must take this course the semester before taking Visual Arts 499 (Senior Thesis) to craft the thesis project proposal and to strengthen the skills required for the thesis. The student chooses and works with the thesis advisor to develop a plan for the upcoming semester that includes the wording of the thesis proposal and efforts sufficient to convince the advisor that he is prepared to undertake the thesis project. Prerequisite: one course from among VISU 321, 322, 323, 324, or 361.

VISUAL ARTS 499. (3)

SENIOR THESIS. This course involves the student in a project designed specifically to reflect his interest in the arts. In consultation with the faculty of the Fine Arts Department, and under the guidance of the appropriate member of that department, the project is undertaken in the student's senior year, and must include appropriate documentation. Prerequisites: Visual Arts 498 and senior status.

PERFORMANCE STUDIES

Within the Fine Arts Department is the general course area of Performance Studies. These courses can be identified by their numbering, which falls between 250 and 280 for the classes which count toward graduation and between 350 and 380 for the classes which do not count toward graduation.

All performance courses have the following in common: They are offered every semester; the classroom experience culminates in public performance(s); attendance is a necessary part of fulfilling the course requirements; students study the material for performance in the context of its period(s) and its critical reception, with attention to the terms and special considerations necessary for its appreciation; each student writes a paper upon an aspect of performance or the material used in performance, or takes an examination upon the same; grading is based on attendance and class participation, quality and effort in performance, and the paper or exam; in each course, 1 hour of academic credit can be earned; up to six 200-level performance courses can be taken for up to 6 credit hours counting toward graduation; as many 300-level performance courses can be taken as a student desires, but only for load credit, since the credit for 300-level courses does not count toward graduation.

MUSIC

MUSIC 250, 251, 252, 253, 350, 351, 352, 353. (1)
THEORY AND PRACTICE OF CHORAL MUSIC.

A sequence of courses involving a thorough study and analysis, leading to performances, of masterworks from the great Western choral tradition. Integral to the course is the study of basic music theory, terminology, sight-singing, and vocal techniques, as well as application of foreign languages, history, and other arts as they relate to the specific literature of the semester. Because of the special nature of this course, it is possible to register for it late without penalty through the second full week of the semester.

MUSIC 254, 255, 256, 257, 354, 355, 356, 357.

(1)

THEORY AND PRACTICE OF

INSTRUMENTAL ENSEMBLE MUSIC. The work of this performance class will culminate in the public performance of ensemble music in various venues. Also integral to the course is the study of basic music theory, terminology, sight-reading, solo techniques, and ensemble playing. Because of the special nature of this course, it is possible to register for it late without penalty through the second full week of the semester.

THEATRE

THEATRE 251, 252, 253, 254, 351, 352, 353, 354. (1)
THEATRE PRODUCTION. The work of this class will culminate in a publicly staged theatrical production. Students may be involved in any of several aspects of production, such as acting, directing, stage managing, designing, or dramaturgy. In every case students are required to demonstrate commitment to the production process through regular attendance and seriousness of purpose. Each student writes a paper on an aspect of production in order to fulfill the requirements of the course. Because of the special nature of this course, it is possible to register for it late without penalty through the fourth full week of the semester.

GOVERNMENT AND FOREIGN AFFAIRS (GVFA)

Professor Emeritus D.E. Marion; Professors Barrus^F, Eastby, Pontuso; Associate Professors Carroll, Winborne; Senior Lecturer De Luca; Assistant Professor Burnett; Lecturers C. Smith, Snead

Chair: Celia M. Carroll Jones

Students may major in either Government or Foreign Affairs.

The requirements for a major in Government are a minimum of 34 semester hours in Government, 16 to include GVFA 101; 140; 310; 370; either 412, 413, or 414; and 470. Students studying GVFA are encouraged to take courses in Classics, Economics and Business, History, Religion, and Philosophy. They are strongly encouraged to study abroad either through a May Term course or during a semester of foreign study, preferably in the spring semester of the junior year. Government majors should complete their mathematics requirement before the junior year.

The requirements for a major in Foreign Affairs are a minimum of 37 semester hours in approved courses, 19 to include GVFA 101; 140; 310; 440 or 443; 370 and 470 and Economics 101. Students studying Foreign Affairs must complete the major by taking 18 credits from the following: Economics and Business: three to six credits from 103, 210, 261, 262; Government and Foreign Affairs: at least three credits from 223, 224, 225, 226, 227 and 228; additional electives from 231, 242, 250, 321, 322, 323, 341, 342, 413, 414, 442; Interdisciplinary Studies: 275, 465. With application to, and permission of the Department Chair, certain courses from other departments (History, Religion, Modern Languages, for example) may be accepted as well. Students are strongly encouraged to study abroad either through a May Term course or during a semester of foreign study, preferably in the spring semester of the junior year. Students interested in foreign affairs or comparative politics are strongly encouraged to undertake a minor in a foreign language or at a minimum to complete a 300-level modern language course. Foreign Affairs majors should complete their mathematics requirement before the junior year. The degree will not be complete until the student has publicly presented the product of his Senior Seminar paper GVFA 470, normally in the fall of the senior year.

Students may develop interdisciplinary majors within the social sciences with the approval of the departments concerned.

The requirements for a minor in Law and Public Policy are eighteen hours, including GVFA 101 and 430; one course from each of the following pairs: GVFA 231 or 333, GVFA 342 or 440, GVFA 432 or 433; and an elective from the previous pairs or GVFA 233, Economics 213, Psychology 319, Rhetoric 210, Philosophy 201, or Philosophy 314. A student majoring in Government may not minor in Law and Public Policy.

GVFA 101. (3)

INTRODUCTION TO AMERICAN GOVERNMENT. A review of the theory, institutions, and practices of the national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

GVFA 102. (3)

PERENNIAL ISSUES AND PROBLEMS OF THE AMERICAN REGIME. This course examines the enduring problems and issues which reflect and illuminate the distinctive character of democratic states. Among the central topics are the principles of freedom and equality, federalism, ethics and politics, representation, and the effects of the commercial spirit on republicanism. Prerequisite: none. Offered: fall semester.

GVFA 103. (3)

VIRGINIA POLITICS. This course investigates state government and politics, focusing on the state of Virginia. It examines the structures of government and the processes of politics in the state. It considers the historical and contemporary regime character of Virginia, that is, The Commonwealth as a political community with a particular determination of who rules and for what purposes. Prerequisite: none. Offered: fall semester of odd-numbered years.

GVFA 110. (3)

LITERATURE AND POLITICS. This course uses great works of literature to illuminate and give concrete meaning to the fundamental issues of government and politics. Readings are taken from both classical and modern, and Western and non-Western authors. Prerequisite: none. Offered: fall semester of odd-numbered years.

GVFA 140. (3)

INTRODUCTION TO WORLD POLITICS. A study of the development of modern states and the relations among states in the modern international system. This course examines the political ideologies that have influenced the development of modern states and that have shaped the major conflicts in the modern world. It considers the present condition and possible future of the modern state system. Prerequisites: none, but Western Culture 102 and 103 are recommended. Offered: each semester.

GVFA 151, 152, 251, 252, 351, 352, 451, 452. (1) **COUNTRY STUDY LAB.** This course engages students in the study of the politics, governmental institutions, economy, and social conditions in one developing country. It is organized in a series of one credit courses spread over three or four years. Regular meetings, normally one hour per week, will review contemporary articles and analytic or historical materials related to the target country. The expectation will be that for each credit, students will write a summary paper on the institutions, politics, economy and/or social conditions of the target country. Students who complete the work at the senior level will be expected to produce a comprehensive, but compact, country study of the target country including short term estimates for political and economic development along with long term estimates of stability. While not a research lab, it will aim at teaching students to apply an analytic framework and concepts to contemporary issues.

GVFA 200. (3)

PARTIES AND ELECTIONS. An introduction to democratic politics at its most basic level. This course shows how Americans conduct themselves in their day-to-day political lives. What opinions do they hold and why do they hold them? How are those opinions expressed at the polls? Who seeks public office and how is it sought? Who gets elected and why? The course also introduces students to some of the mathematical models presently studied in the discipline. Prerequisite: GVFA 101. Offered: fall semester of even-numbered years.

GVFA 201. (3)

AMERICAN POLITICAL THOUGHT. A survey of the ideas that have shaped American political life from the 18th century to the present. Emphasis is placed on close reading and critical interpretation of the writings of such thinkers as Jefferson, Madison, Hamilton, Lincoln, and F. D. Roosevelt, as well as contemporary writers. Prerequisite: none. Offered: every other year

GVFA 223. (3)

GOVERNMENT AND POLITICS OF WESTERN EUROPE. An examination of the political institutions and processes of Western Europe. Attention focuses on Great Britain, France, and the Federal Republic of Germany. The underlying theme of the course is the variety and problems of modern regimes. Prerequisite: GVFA 140 or permission of the instructor. Offered: fall semester of even-numbered years.

GVFA 224. (3)

GOVERNMENT AND POLITICS OF CENTRAL EUROPE. An examination of the historical and political development of Central European nations. Special attention is given to the problems and prospects of nations emerging from communist totalitarianism. Topics include transforming economies, creating workable political institutions, reestablishing civic societies, and renewing traditional cultures. The course also focuses on the issues involved in the integration of Central European nations into the wider European community. Depending on student demand, there may be an optional trip to a Central European city (Prague, Budapest, or Krakow) during spring break. Prerequisite: GVFA 140 or permission of the instructor. Offered: every third year.

GVFA 225. (3)

GOVERNMENT AND POLITICS OF THE MIDDLE EAST. A survey of political issues and problems of transnational importance in the modern Middle East, as well as of the policies adopted by states of the Middle East to deal with those matters. Topics include population growth, economic development, natural resource management, the changing role of women, security, pan-Arabism, pan-Islamism, and the role of religion in public life. Prerequisite: Because an understanding of Middle Eastern history is necessary to an understanding of the politics of the region, History 207 and 208 are strongly recommended, to be taken either prior to or at the same time as this course. GVFA 140 is also recommended. Offered: fall semester of odd-numbered years.

GVFA 226. (3)

GOVERNMENT AND POLITICS OF ASIA. A survey of the local, national, regional, and international politics of Asia. Japanese political development from the Tokugawa shogunate to the post-World War democratic government, along with modern Chinese politics (Mao and after), is examined. Politics of Southeast Asia and the Korean peninsula are also covered, with particular emphasis on the relationship among the nations of these areas with each other and with Japan and China. Prerequisite: Because an understanding of Asian history is necessary to understanding the area's politics, History 205 and 206 are strongly recommended, to be taken either prior to or at the same time as this course. GVFA 140 is also recommended. Offered: fall semester of even-numbered years.

GVFA 227. (3)

GOVERNMENT AND POLITICS OF LATIN AMERICA. A survey from a developmental perspective of Iberian Latin American politics. The course focuses on factors affecting Latin American political development, such as the impact of the colonial experience, culture, political party competition, bureaucratic authoritarianism, the global market, religion, regional cooperation, and popular movements. Prerequisite: Because an understanding of Latin American history is necessary to understanding its politics, History 209 and 210 are strongly recommended, to be taken either prior to or at the same time as this course. GVFA 140 is also recommended. Offered: spring semester of even-numbered years.

GVFA 228. (3)

GOVERNMENT AND POLITICS OF SUB-SAHARAN AFRICA. A survey of post-colonial politics in sub-Saharan Africa. Work in the class is divided between political development issues and important policy issues (as they affect and are affected by current conditions of political development). Political development considers such issues as colonial legacies, ideological foundations and regime types, ethno-cultural-religious pluralism, and economic-political relations with the broader international community. Policy topics include economic growth, education, health issues (such as AIDS and malarial control), natural-resource development, and family policies. Prerequisite: GVFA 140 or the permission of the instructor. Offered: spring semester of odd-numbered years.

GVFA 230. (3)

INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION. A survey of selected themes pertaining to the principles and processes of American public administration. Topics include the history of American public administration, the role of administrative officials in the formulation and execution of public policy, accountability and responsibility in the public sector, the politics of public budgeting, and administrative discretion and the rule of law. Prerequisite: GVFA 101. Offered: fall semester of even-numbered years.

GVFA 231. (3)

PUBLIC POLICY. An examination of the formulation and implementation of public policy. Attention is given to competing approaches to public policy formulation as well as the relationship of public policy processes to the governance of society. Selected contemporary issues and problems are considered to illustrate how policy issues may be framed, evaluated, and implemented. Prerequisite: GVFA 101. Offered: fall semester.

GVFA 233. (3)

THE COMMON LAW. This course introduces students to the nature and practice of law in the United States. It looks at the origins of American common law. It examines how a common law system differs from other legal systems such as continental or code systems. Finally, the course examines the application of law in America by detailing and evaluating the institutions, expectations, and behavioral norms of American judicial process. Prerequisite: none. Offered: fall semester.

GVFA 234. (3)

ENVIRONMENTAL POLITICS AND POLICY. A study of the major US environmental laws. Legal, political, and economic approaches to environmental policy are examined via case studies of public lands policy, the Endangered Species Act, the Clean Air Act, and global warming. Emphasis is placed on domestic politics with some attention to international law and treaties. Prerequisite: GVFA 101 or permission of the instructor. Offered: spring semester of odd-numbered years.

GVFA 242. (3)

AMERICAN FOREIGN POLICY. An analysis of the formulation and implementation of foreign policy in the United States. Topics include the relationship between regime principles and foreign policy, the Constitution and foreign policy, the institutions involved in policy-making, the decision-making process, and the role of interest groups and public opinion. Prerequisite: GVFA 101 or 140, or permission of the instructor. Offered: spring semester of odd-numbered years.

GVFA 250. (3)

RESEARCH METHODS IN POLITICAL SCIENCE. This course introduces the student to empirical methods of Political Science research, as well as to a systematic, analytical approach to addressing questions relating to politics and political behavior. Topics include the formulation of appropriate research questions; research design; sampling; measurement; and univariate, bivariate, and multivariate statistical analysis techniques. The course is strongly recommended for those students considering graduate work. Prerequisite: Mathematics 121, or permission of the instructor. Offered: spring semester of even-numbered years.

GVFA 310. (3)

CLASSICAL POLITICAL PHILOSOPHY. An examination of the works of the greatest minds of antiquity: Plato and Aristotle. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: each semester.

GVFA 321. (3)

COMPARATIVE GOVERNMENT. An examination and comparison of ancient and modern regimes, including the ancient polis and modern liberal democratic and totalitarian regimes. The intent is to contrast ancient and modern political principles and forms, and show the range of alternatives available in modernity. The underlying focus is on modern liberalism: its meaning, justification, political forms, problems, and possible alternatives. Attention is given to comparison as a method of political inquiry. Prerequisite: GVFA 140. Offered: spring semester of odd-numbered years.

GVFA 322. (3)

POLITICAL DEVELOPMENT. An analysis of the political institutions and processes of modernizing nations. Particular attention is given to the relationships between economic and social modernization and political change. Case studies are drawn from contemporary modernizing regimes. Prerequisite: GVFA 140, or permission of the instructor. Offered: fall semester of even-numbered years.

GVFA 323. (3)

TYRANNY AND TOTALITARIANISM. A practical and theoretical analysis of tyranny and the modern variant, totalitarianism. It examines various writings on tyranny, such as those of Xenophon, Aristotle, Machiavelli, and Solzhenitsyn; and considers particular tyrannical and totalitarian regimes, such as Cromwell's Protectorate, Napoleon's Consulate, Hitler's Nazi Germany, and Soviet Communism under Lenin and Stalin. Prerequisite: GVFA 140, or permission of the instructor. Offered: spring semester of even-numbered years.

GVFA 332. (3)

THE PRESIDENCY. An analysis of the American executive. Special attention is paid to the creation of the American presidency, the historical development of the president's powers, and the role the office plays within the constitutional system. Students are expected to give class presentations on topics of continuing interest. Prerequisite: GVFA 101. Offered: fall semester of odd-numbered years.

GVFA 333. (3)

THE AMERICAN LEGISLATURE. An investigation and evaluation of Congress. Special attention is paid to the creation of the legislative branch and the development of its powers, its organization, and its effectiveness. Prerequisite: GVFA 101. Offered: spring semester of even-numbered years.

GVFA 334. (3)

SPECIAL TOPICS IN PUBLIC POLICY. This course provides an in-depth, substantive study of selected policy topics not covered by fixed-content policy courses. This course is primarily intended for GVFA majors, building upon knowledge developed in Public Administration (GVFA 230) and Public Policy (GVFA 231) courses. Students examine the unique actors and interests characterizing a given policy area, learn from policy-makers in the field, and complete an individualized research project. Potential topics include welfare and poverty policy, education, healthcare, and criminal justice. Prerequisite: GVFA 230 or GVFA 231 or permission of the instructor. Offered: spring semester of even-numbered years.

GVFA 341. (3)

THEORIES OF INTERNATIONAL RELATIONS. A study of the treatment in ancient and modern political thought, and contemporary political science, of the fundamental problems of international relations. Issues to be considered are the causes of war, the possibilities for peace, the objectives, strategies, and instruments of foreign policy; and political decision-making in foreign affairs. Prerequisite: GVFA 140, or permission of the instructor. Offered: spring semester of odd-numbered years.

GVFA 342. (3)

THE CONSTITUTION AND FOREIGN AFFAIRS. This course examines the constitutional and legal issues involved in the conduct of foreign affairs by the government of the United States. Topics include foreign affairs in the American tradition of political thought; the role of foreign affairs in the framing of the Constitution; the nature of the foreign affairs power under the Constitution; the role of the states in foreign relations; the foreign affairs powers of the President, Congress, and the federal courts; individual rights and the conduct of war; and the relationship between American municipal law and international law. Readings are drawn from the speeches and writings of American presidents and other political leaders, statutes, Supreme Court cases, and U.S. Treaties and Executive Agreements. Prerequisite: GVFA 101 or 140, or permission of the instructor. Offered: spring semester of even-numbered years.

GVFA 360. (3)

GENDER, POLITICS, AND THE FAMILY. An examination of the works of the greatest minds of Western Civilization as well as contemporary writers from the point of view of gender and the family. The underlying theme of the course is the manner in which gender and the family affect political life, and how in turn political life affects gender and the family. Prerequisite: none. Offered: every other year.

GVFA 370. (1)

PRE-THESIS SEMINAR. A seminar aimed at developing a research proposal for GVFA 470. To be taken the semester before GVFA 470. The seminar will concentrate on development of a working research proposal for the Senior Seminar, including a thesis statement, statement of methodology to be used, significant working bibliography, a partial review of the literature, and a general plan for project completion. Prerequisite: 18 hours in GVFA. Offered: Must be taken in the spring semester of the junior year unless authorized by the Chair of GVFA.

GVFA 412. (3)

MEDIEVAL POLITICAL PHILOSOPHY. This course studies the political consequences of the confrontation between revealed religion and scientific rationalism that is at the core of Western culture, through an examination of the works of medieval Islamic, Jewish, and Christian political philosophers. Readings are from Alfarabi, Averroës, Maimonides, Albo, Aquinas, Dante, Marsilius, and others. Prerequisite: GVFA 310. Offered: fall semester of even-numbered years.

GVFA 413. (3)

EARLY MODERN POLITICAL PHILOSOPHY. An examination of the ideas of Machiavelli, Hobbes, Locke, and Rousseau. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: spring semester of even-numbered years.

GVFA 414. (3)

MODERN POLITICAL PHILOSOPHY. A critical examination of Kant, Burke, Marx, Nietzsche, and Heidegger. Emphasis is placed on close reading and interpretation of selected primary texts. Prerequisite: none. Offered: spring semester of odd-numbered years.

GVFA 430. (3)

AMERICAN CONSTITUTIONAL LAW. This course examines the major provisions of the American Constitution and their development through judicial interpretation. Prerequisite: GVFA 101. Offered: fall semester.

GVFA 432. (3)

CONSTITUTIONAL LAW: FIRST AMENDMENT. This course examines the First Amendment's guarantees of freedom of speech, press, association, and religion. Special attention is given to the regulation of various categories of expression, including incitement to unlawful action, libel, pornography/obscenity, and commercial speech. This course also reviews case law in the areas of symbolic conduct (e.g., flag desecration and nude dancing) and expressive association. Prerequisite: GVFA 101. Offered: spring semester of even-numbered years.

GVFA 433. (3)

CONSTITUTIONAL LAW: FOURTEENTH AMENDMENT. This course examines the Fourteenth Amendment's guarantees for civil rights and liberties under the Amendment's privileges and immunities, due process and equal protection clauses. Special attention is devoted to the historical evolution of the Fourteenth Amendment, equal protection jurisprudence, especially in the race, gender and sexual orientation areas of the law, and the state action doctrine. Prerequisite: GVFA 101. Offered: spring semester of odd-numbered years.

GVFA 440. (3)

INTERNATIONAL LAW. A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: GVFA 140, or permission of the instructor. Offered: spring semester of odd-numbered years.

GVFA 442. (3)

ISSUES OF AMERICAN NATIONAL SECURITY. A selective analysis of foreign policy and national security problems and threats facing the United States. Special attention is given to a review of the formulation of American foreign policy and its implementation. Consideration is also given to responses to American foreign policy by other nation states. Prerequisite: permission of the instructor. Offered: spring semester.

GVFA 443. (3)

INTERNATIONAL ORGANIZATION. This course examines international organization as a process. The focus is on global institutional development, including the United Nations and the United Nations family system. This course explores the foundations, contemporary problems, and future prospects of global and regional inter-government and non-governmental organization. The intent is to put the process of international organization development in a coherent historical and theoretical perspective. Prerequisite: GVFA 140, or permission of the instructor. Offered: fall semester of odd-numbered years.

GVFA 470. (3)

SENIOR SEMINAR AND THESIS. In the senior year, majors write a thesis-length paper on a topic relating to government or foreign affairs. Under the supervision of the seminar's instructor, students choose a topic, undertake substantial research on the issue, and write a thirty-page paper. Seminar sessions are devoted to defining topics, organizing research, discussing problems in research and writing, and giving oral presentations based on work in progress. Majors should plan to be in residence at the College in the fall semester of their senior year when this course is offered. Prerequisite: senior status and GVFA 370. Offered: each semester.

SOCIOLOGY 201. (3)

INTRODUCTION TO SOCIOLOGY. Methods and objectives of sociological research, varying patterns of social organization, the study of society and culture, and introduction to sociological theory. Prerequisite: none. Offered: as staffing permits.

SOCIOLOGY 305. (3)

SOCIOLOGY OF RELIGION. A study of the relationship between religion and society. The sociological perspective, viz. that religion may be defined as a communally held system of beliefs and practices oriented to some transcendent, supernatural reality, predominates. Prerequisite: Sociology 201, or status as a Religion major. Offered: as staffing permits.

HISTORY

Professors Emeriti Heinemann, Simms; Professors Blackman, Emmons, Hattox, Lehman; Associate Professors Coombs, Dinmore, Frusetta, Greenspan; Senior Lecturer Pilkington

Chair: John C. Coombs

The requirements for a major in History are 33 hours in History courses, including 6 hours in United States history, 6 hours in European history, and 6 hours in areas outside of Europe and the United States (to be selected from History 203, 205, 206, 207, 208, 209, 210, 221, 303, 322, 324, 325, and 326). History 299, History 499, and 9 elective hours comprise the remainder of the major.

No more than six hours of courses at the 100-level in History and no more than eighteen hours of courses at the 200-level (including History 299) may be applied toward the major. At least nine hours must be taken at the 300/400 level (including History 499).

All 300- and 400-level courses are open only to juniors and seniors, though underclassmen may enroll with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines.

The History minor consists of eighteen hours in History department courses. Of these eighteen hours, at least six hours must be earned at the 300/400 level, and no more than six hours at the 100-level. Courses satisfying the minor are also to be distributed among the areas of American, European, and non-American/non-European history. Minors must take at least three credit hours in each of these areas and no more than nine credit hours of the required eighteen in any one area.

Core curriculum courses may be used to satisfy the requirements for this minor.

HISTORY 101-102. (3-3)

EUROPEAN SURVEY. The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World.

Students majoring in history must take this course no later than their junior year. Prerequisite: none. Offered: annually. Not open to seniors.

HISTORY 111-112. (3-3)

UNITED STATES. The first semester covers the period from the establishment of the colonies to the close of the Civil War. Emphasis is on who we are as a people and the process by which we became a nation. The second semester begins with Reconstruction and continues to the present. Emphasis is on the rise of America as an industrial, financial, and military power and on the domestic political and social implications of that rise. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 130. (3)

MICHELANGELO'S ROME AND SHAKESPEARE'S LONDON. Michelangelo and Shakespeare, the Sistine Chapel and the Globe Theatre: Rome and London long have been recognized for their vital artistic, intellectual, and architectural contributions to the early modern world and beyond. Rome was the center of papal government and the capital of Catholic Christendom, while London was becoming the political and commercial center of a growing Protestant empire. This course uses these two cities as a lens through which to examine early modern society and culture in a comparative context. Major topics include politics and urban government, religion, art and architecture, theater and ceremony, science and medicine, crime and the courts, and popular and elite culture. We also devote particular attention to the ways in which geography, environment, and urban space influence social and cultural development.

HISTORY 180. (3)

THE MOTON STORY: PRINCE EDWARD COUNTY AND THE CIVIL RIGHTS

MOVEMENT. An investigation of the civil rights movement using the Moton school crisis in Prince Edward County as our focus of inquiry. The seminar looks at the "Jim Crow" system of segregation in Virginia, civil rights leaders and organizations that emerged to challenge that system, and the school desegregation crisis that unfolded in this region between the 1940s and 1960s. Prerequisite: none. Open to freshmen only unless with permission of the instructor.

HISTORY 201-202. (3-3)

ENGLAND AND THE BRITISH EMPIRE. The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of its empire. The second semester begins in 1700. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

HISTORY 203. (3)

RUSSIA. A survey of Russian history covering the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. Prerequisite: junior or senior status, or permission of the instructor. Prerequisite: none. Offered: 203 in the fall semester of odd years.

HISTORY 205-206. (3-3)

EAST ASIA. This introductory survey covers the history of China, Korea, and Japan. The first semester concentrates on premodern East Asian history to the year 1800. Topics include the Chinese Confucian classics, Buddhism, the commercial revolution of the Song Dynasty, the Mongol invasions, the rise of unified kingdoms in Korea, Japanese mythology, court life in Heian Japan, the evolution of samurai society, and developments under the Tokugawa Shogunate. History 206 will focus on modern East Asian history from 1800 to the present. Topics include the Opium Wars, imperialism, Meiji reforms in Japan, the 1911 Chinese Revolution, Maoism, colonial Korea, World War II, the Korean War, the Cold War, and the "economic miracle" in East Asia. Prerequisite: none. Offered: 205 in the fall semester; 206 in the spring semester.

HISTORY 207-208. (3-3)

MIDDLE EAST SURVEY. The Arab East, Turkey, and Iran in the Islamic age. The first semester covers the life and mission of Muhammad, Islam as a religion, and medieval Islamic history and culture to the sack of Baghdad by the Mongols in 1258. The second semester covers the Mamluk age in Egypt and Syria, the rise, zenith and decline of the Ottoman empire to the First World War, Republican Turkey, and Iran from the Safavids through Khomeini. Prerequisite: none. Offered: 207 in the fall semester; 208 in the spring semester.

HISTORY 209-210. (3-3)

LATIN AMERICAN SURVEY. The course is designed to increase understanding of our neighbors to the South. The first semester examines Pre-Colombian civilizations, the effect of European contact on those civilizations, the key features of Spanish and Portuguese colonization, and the issues leading to independence. The second semester looks at post-independence developments in the key nations of Latin America and devotes attention to inter-American relations. Prerequisite: none. Offered: 209 in the fall semester; 210 in the spring semester.

HISTORY 211. (3)

COLONIAL AMERICA. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the political, religious, economic, and social institutions in the eighteenth century. Prerequisite: none. Offered: fall semester.

HISTORY 213 (3)

THE COMING OF THE CIVIL WAR. This course studies the origins of the Civil War, emphasizing the themes of nationalism and sectionalism, slavery, abolition, and the breakdown of the political system. Prerequisite: none. Offered: fall semester.

HISTORY 214. (3)

CIVIL WAR AND RECONSTRUCTION. This course investigates the waging of the Civil War, with some attention given to military events, and the efforts to restore the Union. Prerequisite: none. Offered: spring semester.

HISTORY 215-216. (3-3)

TWENTIETH-CENTURY AMERICA. The United States from 1900 to 2000. The first semester (1900-1945) covers the responses of Americans to modernization, with emphasis on the reform movements of Progressivism and the New Deal. The first semester also examines U.S. involvement in the First and Second World War. The second semester examines the U.S. as superpower, the effects of the Cold War, and the domestic upheavals of the postwar period. Prerequisite: none. Offered: 215 in the fall semester; 216 in the spring semester.

HISTORY 219-220. (3-3)

AFRICAN AMERICAN HISTORY. This course examines the experience of African-Americans in United States history. The first semester covers topics from the fifteenth century through the Civil War, including the origins of African-American culture in Africa, the Atlantic slave trade, the institutionalization of slavery, as well as slave resistance and culture. The second semester covers the Reconstruction Period to the present, including topics such as the rise of Jim Crow, the Harlem Renaissance, Garveyism, the Great Depression, wartime experiences, and particularly the civil rights movement. Prerequisite: none. Offered: 219 in the fall semester of odd years; 220 in the spring semester of even years.

HISTORY 221. (3)

EUROPEAN IMPERIALISM. An introductory course in European history focusing on the interaction between Europe and the rest of the world, in particular the less-powerful nations that Europe was able to dominate in the latter half of the second millennium CE. Between 1500 and 1900, the states of Europe went from being minor players on the world stage to staffing the command center of the world economy. In this class, we attempt to discover how this happened and look for the causes behind European expansion arising both within Europe itself and in the decline of the powerful states in the Indian subcontinent, Africa, and the Far East. We also discuss the consequences of the two World Wars on European hegemony and the decolonization that followed them. This course has no prerequisites and is open to all students.

HISTORY 230. (3)

TWENTIETH-CENTURY EUROPE. A study of European history from 1900 to 2000, including such topics as the World Wars, the crisis of modernity and its social and economic repercussions, the challenge of Fascist and Communist ideologies, the Cold War, and efforts at European integration since 1945. Prerequisite: none. Offered: fall semester.

HISTORY 240. (3)

FIELD METHODS AND PRACTICE IN HISTORICAL ARCHAEOLOGY. This course offers a hands-on introduction to basic excavation, recording, and laboratory techniques employed on historical period archaeological sites throughout the United States. The various topics covered include survey and excavation strategies, as well as the interpretation of ceramics, faunal remains, plant phytoliths and pollen deposits, and interpreting the spatial distribution of artifacts across sites and larger landscapes. Prerequisite: none. Offered: May Term.

HISTORY 271. (3)

GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and does not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: fall semester of even-numbered years.[See also under Classical Studies.]

HISTORY 272. (3)

ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. This course does not assume a knowledge of Latin and does not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester of odd-numbered years. [See also under Classical Studies.]

HISTORY 299. (3)

INTRODUCTION TO HISTORICAL METHODS. A thematic course that introduces the methods, concepts and skills historians use to study the past, applied to a specific topic. The course reinforces student writing skills through an active research project that develops skills in source use, critical reading, crafting a research plan, and historical citation. Prerequisite: completion of Rhetoric 102. Offered: annually.

HISTORY 303. (3)

BYZANTINE EMPIRE. A survey of the history, institutions, civilization, and society of the Eastern Roman Empire from Diocletian (284-305) through the conquest of Constantinople by the Turks in 1453. Prerequisite: none. Offered: alternate fall semesters.

HISTORY 304. (3)

MEDIEVAL CIVILIZATION. From the decline of the Roman Empire to the beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the conflict between papal and secular governments, and the beginnings of nationality. Prerequisite: none. Offered: fall semester.

HISTORY 305. (3)

THE AGE OF ENLIGHTENMENT. A course on the social, cultural and intellectual history of the age of Enlightenment in Europe, 1660-1790, with a focus on primary source readings. The course goal is to give students familiarity with major Scottish, French, and German writers from the Eighteenth century, with a focus on the general themes of the Enlightenment, viz. religious toleration, liberty, scientific inquiry, an optimistic view of human nature, a belief in the ability of humans to fix their own problems, and a seemingly boundless belief in reason. In addition, students study the society and culture in which these ideas came to the fore and have the opportunity to do low-level research of a topic of their choice. Prerequisite: History 101 or Western Culture 102.

HISTORY 307. (3)

EARLY MODERN BRITAIN. This course adopts a thematic approach to examine early modern social, political, economic, and cultural developments in depth. Among the major topics are politics and political culture, social structures and institutions, the maintenance of order and the challenges of disorder, religion and religious life, urbanization and the growth of London, print and popular culture, and imperial development. Students also gain familiarity with different types of historical sources, methods, and interpretations through readings, discussion, and assignments. Prerequisites: History 201-202, or permission of the instructor.

HISTORY 308. (3)

RENAISSANCE ITALY. This course examines the society and culture of Renaissance Italy. Major topics include politics in Italian republics and principalities, the development of papal Rome, art and patronage, work and leisure, social and civic ritual, religion, health and medicine, and humanism and education. In addition to these course themes, we examine the ways in which historical approaches, methods, and theories have changed over time. Assignments are designed to familiarize students with the practice of history and to develop skills in

critical analysis, research methods, and the pursuit of independent research projects. Prerequisite: History 101 or Western Culture 102.

HISTORY 309. (3)

RELIGIOUS WAR IN THE EARLY MODERN ERA. This course examines the transformation of European society during the Renaissance and Reformation. Major topics include the Protestant and Catholic Reformations, violence and religious warfare, Renaissance politics and the court, and the development and spread of print culture. Prerequisite: History 101, or permission of the instructor.

HISTORY 313. (3)

HISTORY OF AMERICAN FOREIGN RELATIONS. A survey of America's role in foreign affairs from the formation of the Republic to the contemporary period. Emphasis is given to the nature of American interests and the interplay between ideals and self-interest as America experienced the transition from small-power to great-power status. Prerequisite: none.

HISTORY 317. (3)

THE AMERICAN SOUTH. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: none.

HISTORY 321. (3)

COLONIAL VIRGINIA. An in-depth study of Virginia and the Chesapeake Bay region to ca. 1763, the oldest, most populous, and wealthiest region in British mainland North America. The course provides students with a more temporally and geographically focused exposure to various historical methods and topics of inquiry through readings and discussion of Anglo-Indian relations, issues of social and economic development, labor systems, household organization, politics and imperial structure, and material culture. Prerequisite: none.

HISTORY 322. (3)

HISTORY OF THE CARIBBEAN. The Caribbean has been a crossroads for European, African, and Native American peoples, all of whom have left a mark on its culture and history. This course examines the history of the Caribbean from the pre-Columbian period through the present. Topics covered include the era of European exploration and colonization, the rise of plantation economies, the development of Afro-Caribbean and creole cultures, and the significance of the region in 20th century geopolitics, particularly in terms of the Cold War. Students increase their knowledge of the extraordinary diversity of peoples and cultures that make up this region. Prerequisite: sophomore or higher standing. Offered: spring semester of even-numbered years.

HISTORY 323. (3)

THE INVASION OF AMERICA. This course examines the many complex aspects of Europe's invasion of North America during the sixteenth, seventeenth, and early eighteenth centuries. Topics covered include the technologies and ideologies that drove European expansion as well as how the continent's native inhabitants responded to the challenges and opportunities created by social, religious, economic, and environmental changes that occurred as a result of colonization. Prerequisite: none.

HISTORY 324. (3)

EARLY MODERN ATLANTIC HISTORY. An examination of the Atlantic basin from 1500 to 1815 that integrates the histories of Europe, Africa, and the Americas. Students read and discuss numerous works addressing the reasons behind European colonization, the interactions of European explorers, traders, and settlers with the indigenous peoples of Africa and the Americas, and how European expansion and the intermingling of disparate peoples it engendered shaped perceptions and ways of life in both the "Old" and "New" Worlds. The course also examines the emergence of Atlantic history as an important field within the discipline, and how its development has reflected broader changes in intellectual trends since World War II. Prerequisite: none.

HISTORY 325. (3)

EAST ASIA IN THE AGE OF IMPERIALISM. This course emphasizes three themes pertaining to nineteenth-century East Asian history: 1) the upheaval felt as Chinese, Japanese, and Korean societies "modernized"; 2) the widely varying East Asian responses to Western imperialism; and 3) the sociocultural and economic impacts of early industrialization. Weekly readings mix translated primary sources, biographical accounts, and scholarly secondary sources. Topics covered include commercialization in preindustrial East Asia, the Opium Wars, the treaty port system, the Meiji Restoration, the Taiping Rebellion, efforts at modern state-building, transformations in social class relations, the Sino-Japanese and Russo-Japanese Wars, and the loss of Korean independence. Prerequisite: none, but History 205 or 206 is recommended. Offered: fall semester of even-numbered years.

HISTORY 326. (3)

EAST ASIA IN REVOLUTION. This course examines the common experience of modern revolution in twentieth-century China, Japan, and Korea. Students read and discuss translated primary sources, oral histories, articles, and novels illustrating the many facets of this period. Occasionally, they also consider documentary and propaganda films. Course themes include East Asian struggles with westernization and "modernization," mass political movements, industrialization and total war mobilization, World War II in Asia, imperialism and decolonization, the Cold War division of East Asia, radical Maoism, and individual experiences of war and revolution. Prerequisite: none, but History 206 is recommended. Offered: spring semesters of odd-numbered years.

HISTORY 327. (3)

THE AGE OF THE AMERICAN REVOLUTION. A survey which examines the processes which led to the creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and the early years of the Republic. Prerequisite: none. Offered: spring semester.

HISTORY 328. (3)

THE FRENCH REVOLUTION. A study of the origins of the French Revolution, following the transformation of its ideals in response to war and counter-revolution, and assessing its long-range achievements from 1789 through the Consulate. The French model and tradition of revolution as a recurrent theme in the 19th and 20th centuries is also examined. Prerequisites: History 101-102 and senior or junior status, or permission of the instructor.

HISTORY 329. (3)

BRITAIN IN REVOLUTION. This course examines the tumultuous period of war and revolution in England, Scotland, and Ireland in the mid-seventeenth century. After years of warfare in three arenas, Charles I was tried and executed, monarchy was abolished, and a republic was established in its place. This was the era of John Hampden, Algernon Sydney, and Oliver Cromwell. It also was a time of imperial expansion and international warfare: following the regicide the English republic embarked upon the conquests of Ireland and Scotland, war against the Dutch, and the colonization of Jamaica. Among the topics to be examined are republicanism and royalism; the expansion of empire; news and the 'explosion of print'; and the role of religious tensions and anti-Catholicism in war and revolution. In addition to these course themes we will examine the ways in which historical approaches, methods, and theories have changed over time. Offered: fall semester of even numbered years.

HISTORY 332. (3)

RUSSIAN AND SOVIET MODERNIZATION. This course interprets Russian and Soviet history since 1855 through the lens of modernization. The perceived need to reform society, the economy and the state has been a central theme in Russia's political and intellectual history from the Great Reforms of the nineteenth century through the Putin era. The course traces this theme through the nineteenth and twentieth centuries. Prerequisites: completion of Rhetoric 102. Offered: spring of even years.

HISTORY 333. (3)

NAZI GERMANY. An overview of the origins, development, and consequences of the National Socialist regime of 1933-1945. Emphasis is given to the rise of the Nazi Party, the domestic (social, racial, and economic) policies of the regime, the origins

of the Second World War and its importance in Nazi ideology, the occupation of Europe, and the Holocaust. Prerequisites: completion of Rhetoric 102. Offered: spring of odd years.

HISTORY 340. (3)

MEXICO AND THE BORDER. The course reviews Mexico's history since independence to provide context for a detailed exploration of current U.S.-Mexican border relations. Among the topics addressed are commercial and economic ties (including NAFTA and the maquiladoras); immigration--its history, its causes, and its consequences; and the economics and international politics of drug trafficking. These issues and others will be examined from an explicitly bilateral perspective. Prerequisite: none, but History 209 or 210 are recommended. Offered: fall semester of odd numbered years.

HISTORY 345. (3)

THE MONGOL EXPANSION. In this course, we will consider: 1) the rise of the Mongols amid many medieval Eurasian pastoral civilizations; 2) why a small Mongol population managed to conquer a large swath of the world's surface; 3) what available sources can and cannot tell us about the Mongol khanates; 4) the material, religious, and cultural exchanges promoted under Mongol rule; and 5) how the Mongol expansion and its legacies crucially shaped the evolution of Eurasian successor states. We will focus our attention on the rise of Chinggis Khan in the twelfth century through the closing of the steppe in the eighteenth century.

HISTORY 346. (3)

SAMURAI CULTURE IN JAPANESE HISTORY. This course traces the rise and fall of the samurai in Japan, as well as the distinct impact these warriors left on Japanese and global culture. Although we will primarily focus on history and historiography, we will also draw from theatre studies, religion, literature, and political philosophy. In the first half of the semester, we will study the historical transformation of the samurai from loosely-knit bands of provincial warriors to a powerful and mythologized political elite. In the second half, we will examine the Tokugawa shogunate, the transformation of samurai from warriors to bureaucrats, and the demise of samurai society after the 1868 Meiji Restoration. Through these in-depth explorations, we will develop a culturally and historically sophisticated view of the samurai.

HISTORY 377. (3)

WAR, SOCIETY, AND WESTERN CIVILIZATION. Employing classic works on warfare and military history by theorists such as Thucydides, Sun Tzu, and Clausewitz, the course examines warfare from antiquity to the present with special attention to the relationship of military tactics and strategies to the evolution of technological, bureaucratic, and social organizations. Prerequisite: none. Offered: fall semester.

HISTORY 410. (3)

TOPICS IN EUROPEAN HISTORY. A seminar focusing on selected topics in modern European history such as the Enlightenment, the Industrial Revolution, the Concert of Europe, the Second Empire, Bismarck's Germany, the Belle Epoque, or Imperialism, using primary and secondary readings, class presentations, and discussion. Prerequisites: History 101-102.

HISTORY 412. (3)

TOPICS IN AMERICAN HISTORY. A seminar investigating selected topics in twentieth-century American life and politics, utilizing readings, student papers, and class discussions. Prerequisite: senior or junior status.

HISTORY 420. (3)

TOPICS IN COMPARATIVE HISTORY. A seminar investigating selected topics in cross-societal, historical studies. Topics to be offered may include comparative revolutions; colonialism; the trans-Atlantic slave trade; or themes in European, Asian, Middle Eastern, and Latin-American development. Prerequisite: consent of the instructor.

HISTORY 499. (3)

COLLOQUIUM. This course is devoted to close study of selected secondary studies and primary sources for a particular thematic or chronological topic in Asian, European, or American history. Students are expected to participate regularly in class discussions of assigned readings, to make occasional oral reports on specific topics, and to write a number of analytical essays of short-to-moderate length. Each colloquium is intended to provide the student with a solid grounding in both the history and historiography of a particular era or subject, and also to prepare the capable and interested student to undertake advanced research for a senior thesis (History 500). Normally, two colloquia—one American, one non-American—are offered each semester. Enrollment in a colloquium is limited to 10 students, and preference is given to senior and junior History majors. Prerequisite: completion of History 299.

HISTORY 500. (3)

SENIOR THESIS. An exercise in research and advanced composition, to be written in the spring semester of the senior year. The thesis investigates in detail some historical topic of interest to the student. The student works under the guidance of a member of the history department in selecting, researching, and writing his essay. Prerequisite: History 499.

HISTORY HONORS

To be eligible for History Departmental Honors, the student must normally have a 3.3 average for his History courses and a 3.0 GPA overall. By the end of his junior year he must have taken at least one 300- or 400-level History course. After taking History 499 by the fall of his senior year and receiving a grade no lower than B+, he enrolls in History 500. The Honors Council and history department must approve the student's proposal for a project resulting in a thesis on which he must receive no less than B+. At the end of the spring semester, he must defend his thesis orally before a committee consisting of two professors from the history department and a third professor chosen from another department by the student with the advice of his advisor and the Honors Council. All three examiners must be satisfied with the student's defense of his thesis in order to warrant his receiving Honors in History.

HONORS

HONORS

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

Director: Michael J. Wołyniak

HONORS 101-102. (3-3)

INTRODUCTORY HONORS. Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisite: Honors scholar status; permission of the Honors Council required. Offered: 101 in the fall semester; 102 in the spring semester.

HONORS 261, 262, 361, 362, 461, 462. (1)

HONORS READING SEMINAR. A small-group seminar course normally meeting weekly and following one book over the course of a semester. Students participate in and take turns leading discussions. Additional reading, speaking, and writing assignments may be given. Open to honors scholars (sophomore and above level) and to other students with instructor's permission. Up to six courses can be taken for up to six hours counting toward graduation. Prerequisite: none. Offered: each semester.

HONORS 497-498. (3 to 6 credit hours each semester)

HONORS CAPSTONE. Students participating in the Honors Capstone undertake, under the guidance of an advisory committee, at least three and at most six hours of original scholarship during each semester of the senior year. Prerequisites: senior status and designation as an Honors Scholar; approval of proposed scholarship by members of the Honors Council. Offered: 497 in the fall semester; 498 in the spring semester.

HONORS 499-500. (6 to 15 credit hours each semester)

SENIOR FELLOWSHIP. Students selected for Senior Fellowships undertake, with the guidance of an advisory committee, at least six and at most fifteen hours of independent research during each semester of the senior year (for a year's total of between twelve and thirty hours). The final course grade at the end of each semester and the apportionment of credit hours is determined by the advisory committee, but the advisor is responsible for submitting final grades in both semesters. Prerequisites: senior status and a grade-point average of at least 3.5; selection for a Senior Fellowship by the President of the College on the recommendation of the Honors Council required. Offered: 499 in the fall semester; 500 in the spring semester.

INTERDISCIPLINARY STUDIES

Contact: *Walter C. McDermott III*

INTERDISCIPLINARY STUDIES 101. (3)

INTRODUCTION TO LEADERSHIP. This course provides an introduction to leadership through a study of history, theory, and current events. Through case and biographical studies students will explore historical leaders and examine how their lessons in leadership may or may not be applicable to current leadership issues. This study will help students gain an understanding of the leadership process required to meet personal, professional, and civic challenges today. Prerequisite: none. Offered: fall semester.

INTERDISCIPLINARY STUDIES 230. (3)

PARIS IN THE TWENTIES. This course is a study of the literature written in (or about) the great artistic center, Paris, during the flamboyant and creative years from the end of the Great War to the Crash (1918-1929). The primary focus is modern literature and its cultural background, but attention also is given to other modern arts such as painting and music, and to politics, society, and the way of life in post-war Paris. Readings include works by F. Scott Fitzgerald, Gertrude Stein, Ernest Hemingway, Malcolm Cowley, and others who lived and worked in Paris in the nineteen-twenties. Prerequisite: none. Offered: May Term.

INTERDISCIPLINARY STUDIES 232. (3)

AFRICAN-AMERICAN CULTURE. This course examines the many achievements of African-Americans in the arts, music, politics, diplomacy, and the military. Students should gain an appreciation of the essential role that African-Americans have played in shaping the history, politics, and culture of the United States. Offered: on sufficient demand.

INTERDISCIPLINARY STUDIES 275. (3)

UNITED STATES MILITARY AND AMERICAN SOCIETY: IDEALS, INSTITUTIONS, AND ISSUES. A seminar primarily for sophomores enrolled in the Military Leadership track of the James Madison Public Service Certificate Program, but open to any interested student, the course combines lecture/conference instruction with student oral and written reports based on research assignments on such topics as the constitutional ideals undergirding our national military establishment; the relationship between the military and key national institutions, law enforcement agencies, and the media; and historical and contemporary legal, social, political, and cultural issues that both support and complicate the military's place in American society. Prerequisite: none. Offered: spring semester.

INTERDISCIPLINARY STUDIES 320. (3)

PHILANTHROPY IN THEORY AND PRACTICE. Through the lenses of philosophy, classics, religion, history, and economics, students learn how western ideas about philanthropy have changed over time and how philanthropy is practiced today in an effort to improve the living conditions of people locally, nationally, and globally. The class includes a service learning component with a local non-profit organization. Prerequisite: Rhetoric 102 and junior or senior standing.

INTERDISCIPLINARY STUDIES 372. (3)

SEMINAR IN ENVIRONMENTAL STUDIES. A topical capstone experience for students in the Environmental Studies Minor, designed to integrate the various courses taken by the students (or by other students who have completed an appropriate subset of the designated courses required in the Minor but not officially enrolled in the program) and to allow reflection on and engagement with significant issues that arise in the study of the environment. Students are expected to apply the concepts and materials of related courses to meta-themes discussed in the seminar. Topics may include issues in ecology, the economics of environmentalism, and bioethics, as well as other scientific, social science, and humanistic concerns. Prerequisite: at least four courses required for the Environmental Studies Minor. Offered: spring semester.

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INTERDISCIPLINARY STUDIES 375. (3) *LEADERSHIP AND PUBLIC SERVICE IN CONSTITUTIONAL CONTEXT.* Beginning with an examination of the major historical developments that have shaped the place and role of administrative-class officials in the United States, this course provides students with a general introduction to significant legal and political dimensions of public-sector employment. Consideration is given to the general subject of public-service ethics, including such topics as conflict of interest regulations, and to the complexities of intergovernmental and inter-branch relations. The first segment of the course focuses on historical, ethical, and political themes, while the second part is devoted to management-related matters and legal issues. Prerequisites: junior standing and consent of the instructor. Offered: fall semester.

INTERDISCIPLINARY STUDIES 377-380. (1 each) *PUBLIC SERVICE SEMINARS.*

377 (Constitutional History/Culture) reviews the political thought of leading founders such as Washington, Madison, and Jefferson with the goal of understanding the "cultural" as well as the "governmental" dimensions of the American constitutional order. Attention also is given to the "reformist" thinking of Lincoln, Wilson, and Franklin Roosevelt.

378 (Budgeting) examines theories and practices associated with governmental budgeting with special attention given to object classification, performance, program, and zero-base budgeting.

379 (Organizational Science) examines various management theories that have been developed and applied within public-sector organizations. Assignments cover the work of Frederick Taylor, Herbert Maslow, Herbert Simon, and the New Public Administration Movement, among others.

380 (Administrative Law) introduces students to some of the major concepts and principles in the field of administrative law (e.g., sovereign immunity, "privilege" and "delegations" doctrines). Assigned readings include case material from judicial and administrative agencies, as well as commentaries by practitioners and theorists. Students enrolled in these "lab" courses are expected to attend presentations/workshops by speakers both on and off campus. Prerequisite: enrollment in the James Madison Public Service Certificate Program. Offered: one each semester.

INTERDISCIPLINARY STUDIES 395. (3) *PUBLIC SERVICE INTERNSHIP RESEARCH PROJECT.* The internship, required of students in the Public Service Program, is to be combined with a research project. The internship and research project are closely supervised by a faculty member. Internships are arranged to complement the course work in the Public Service Program. Credit is awarded only following a public defense of the completed research project. The defense follows the pattern established for honors papers. Prerequisite: Interdisciplinary Studies 375. Offered: fall semester.

INTERDISCIPLINARY STUDIES 440. (3) *LEADERSHIP AND ETHICS.* An advanced seminar focused on learning and developing requisite skills and qualifications for successfully meeting senior leadership challenges in various fields of endeavor (i.e., politics and government, including the military; organized religion; non-profit agencies; academe; scientific research and development; the corporate world; the entertainment arena, etc.). Major emphasis on identifying and understanding varying leadership styles and using case studies (actual and posited) for working out and solving problems and issues of leadership. Prerequisite: desirable, but not required, that students have completed the Student Leadership Development Program ("Society of '91") and be serving currently in a student leadership position at the College. Offered: each semester.

INTERDISCIPLINARY STUDIES 450-453. (3 each)
SEMINAR IN INTER-AMERICAN RELATIONS.

This is an interdisciplinary capstone course for the Latin American Studies minor which addresses current or historical hemispheric issues from a Latin American perspective. The main purpose of the course is to prepare a team to represent a specific Latin American country at the Washington Model Organization of American States although participation in the MOAS is not mandatory, nor guaranteed. Students using this course to fulfill the requirements for the Latin American Studies minor must take it during their junior or senior year, and may take it up to two times in fulfillment of the minor. If a student chooses not to participate in the MOAS, he will instead produce a twenty page research paper, or its equivalent, in which he demonstrates an interdisciplinary grasp of a particular problem, issue, or phenomenon approached from a Latin American perspective. He will select his topic in consultation with the faculty member who is teaching the capstone and who, in turn, helps guide the student's research. This course is open to all students; however, permission of the instructor is required for enrollment. Offered: spring semester.

INTERDISCIPLINARY STUDIES 465. (3)*AN OVERVIEW OF U.S. NATIONAL*

INTELLIGENCE. This course provides a basic overview of the nature and purpose of U.S. foreign intelligence institutions and activities in support of foreign policy and national security. Central themes include the critical need for sound and timely intelligence in the formulation and conduct of U.S. foreign policy; the historical evolution of U.S. intelligence from colonial times to the present; moral and legal constraints imposed upon intelligence in an open, democratic society; and guidelines for preparing for a professional career in intelligence, with emphasis on the value of a broadly based, liberal education. Extensive use is made of the case-study approach for illustrative purposes. Each student is required to prepare and present an intelligence analysis focusing on a selected area of potential threat to U.S. foreign-policy interests. Students are chosen on the basis of class rank and at the discretion of the instructor. Offered: each semester.

MATHEMATICS AND COMPUTER SCIENCE

Professors Hemler, Koether; Associate Professors Lins, Pelland, Pendergrass^S, Valente; Senior Lecturer Webber; Assistant Professor Jayne; Visiting Assistant Professor Hardy; Lecturer Smith

Chair: Brian Lins

Students may choose one of two majors in the discipline of mathematics: Mathematics or Applied Mathematics. A major in Mathematics requires at least 11 courses. A major in Applied Mathematics requires at least 10 courses.

All students majoring in either Mathematics or Applied Mathematics must complete Mathematics 141, 142, 231, 242, 252. In addition, a major in Applied Mathematics requires Mathematics 222, 421, Computer Science 261 as well as two electives in Mathematics at the 200-level or higher. At least one of these electives must be at the 400-level. Computer Science 262 may be substituted for the other Mathematics elective. A major in Mathematics requires Mathematics 431, 441, two electives at the 200-level or higher, and two additional electives at the 300-level or above. One elective may be Computer Science 261.

A major in Computer Science requires at least 11 courses: Computer Science 261, 262, 361, 362, 461, and 480; Mathematics 141 and 262; and three additional courses, at least two of which must be Computer Science courses at the 200-level or above. A student may use either Computer Science 161 or Physics 103 for the third course.

The department recommends that students who intend to teach mathematics complete a major in Mathematics. The department recommends that students who intend to pursue a career in engineering complete a major in either Mathematics or Applied Mathematics; it is recommended that these students take Mathematics 243 and 342 and Computer Science 261 and 262.

The requirements for a minor in Mathematics are 19 credit hours from the following Mathematics courses: 141, 142, 231, 242, and one additional 3 or 4 credit hour course in Mathematics at the 300-level or above.

The requirements for a minor in Computer Science are 17 credit hours from the following Computer Science courses: 261, 262, 361, and two electives in Computer Science, at least one of which is at the 300-level or above.

MATHEMATICS

MATHEMATICS 111. (3)

MATHEMATICS AND SOCIETY. An exploration of the mathematical techniques used to solve problems in society. Specific topics are chosen from among the following: voting and power; division and apportionment; graph theory and scheduling; cryptography, game theory, symmetry, and form; and probability. Students who have completed any course in mathematics above Mathematics 111 cannot receive credit for Mathematics 111. Prerequisite: none. Offered: each semester.

MATHEMATICS 121. (4)

STATISTICS. Introduction to probability and statistics. Exploratory data analysis. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

MATHEMATICS 130. (4)

FINITE MATHEMATICAL MODELS. A course emphasizing the use of finite mathematics in modeling real-world phenomena. Specific topics are chosen from among the following: matrix algebra, graph theory, cryptography, Leontief input-output models, linear programming, probability, counting methods, game theory, and Markov chains. Prerequisite: none.

MATHEMATICS 140. (4)

CALCULUS FOR ECONOMICS. A study of differential and integral calculus and its applications. Topics include differentiation of elementary functions in one and several dimensions, integration of polynomials, and constrained and unconstrained optimization in one and several variables. Prerequisite: Economics 101 and satisfactory performance on a departmental assessment. Students who have any credit at Hampden-Sydney for the study of calculus may not take this course. Offered: each semester.

MATHEMATICS 141. (4)

CALCULUS I. Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: satisfactory performance on a departmental assessment. Offered: each semester.

MATHEMATICS 142. (4)

CALCULUS II. Functions defined by integrals, inverses, applications and techniques of integration, infinite series. Prerequisite: Mathematics 141 or the equivalent. Offered: each semester.

MATHEMATICS 212. (3)

INTRODUCTION TO THE HISTORY OF MATHEMATICS. A survey, from Babylonian mathematics through Greek mathematics, including some topics from modern mathematics, and illuminating G. Cantor's dictum that the essence of mathematics is its freedom to change. An extensive student project is required. Prerequisite: Mathematics 142, or consent of the instructor.

MATHEMATICS 222. (4)

STATISTICAL METHODS. A project-based study of sampling distributions, estimation, and hypothesis testing. Major topics are classical and nonparametric analysis of variance, and regression analysis. Students use a variety of statistical software to produce both individual and group projects. Prerequisite: Mathematics 121, or consent of the instructor. Offered: spring semester.

MATHEMATICS 231. (4)

LINEAR ALGEBRA. Matrix arithmetic, vectors, abstract vector spaces, linear transformations, inner products, and eigenvalues, with some emphasis on applications and computing. Prerequisite: Mathematics 142. Offered: spring semester.

MATHEMATICS 242. (4)

CALCULUS III. Plane curves, polar coordinates, vector analysis of curves, infinite series, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Mathematics 142. Offered: fall semester.

MATHEMATICS 243. (3)

DIFFERENTIAL EQUATIONS. Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Mathematics 231 and 242, or consent of the instructor. Offered: fall semester.

MATHEMATICS 252. (3)

TRANSITION TO HIGHER MATHEMATICS. An introduction to logic, number theory, cardinality, set theory, and methods of proof. Special emphasis on developing students' facility for reading and writing mathematical proofs. Prospective math majors should take Math 252 during the spring of sophomore year. A student cannot receive credit for this course and Mathematics 262. Prerequisite: Mathematics 142, or permission of the instructor. Offered: spring semester.

MATHEMATICS 262. (4)

DISCRETE MATHEMATICS. An introduction to the discrete mathematics most useful in computing and computer science. Topics include set theory, mathematical logic, graph theory, and combinatorics. A student cannot receive credit for this course and Mathematics 252. Prerequisite: Mathematics 142 or Mathematics 141 and Computer Science 261. Offered: spring semester.

MATHEMATICS 331. (4)

OPTIMIZATION. A mathematical introduction to optimization. Linear programming, integer programming, transportation and assignment problems, game theory, nonlinear programming, and decision analysis. Prerequisite: Mathematics 231. Offered: spring semester of odd-numbered years.

MATHEMATICS 334. (3)

ELEMENTARY NUMBER THEORY. An introduction to the theory of numbers. Prerequisite: Mathematics 231. Offered: on sufficient demand.

MATHEMATICS 342. (3)

NUMERICAL ANALYSIS. Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisites: Mathematics 231 and 242. Offered: spring semester of even-numbered years.

MATHEMATICS 343. (3)

VECTOR ANALYSIS. Line and surface integrals, classical theorems of vector analysis. Prerequisites: Mathematics 231 and 242. Offered: on sufficient demand.

MATHEMATICS 345. (3)

APPLIED MATHEMATICS. Mathematical models and topics in advanced mathematics with application to the natural and social sciences. Prerequisites: Mathematics 231 and 242, or consent of the instructor. Offered: fall semester of even-numbered years.

MATHEMATICS 421. (3)

PROBABILITY AND STATISTICS I. Discrete and continuous probability distributions, moment-generating functions, and limit theorems. Prerequisite: Mathematics 242 and 252. Offered: fall semester of odd-numbered years.

MATHEMATICS 422. (3)

PROBABILITY AND STATISTICS II. The theory underlying estimation and hypothesis testing, and its application in one- and two-sample problems. Prerequisite: Mathematics 421. Offered: spring semester of even-numbered years.

MATHEMATICS 431. (3)

ALGEBRAIC STRUCTURES. Groups, rings, fields, and linear algebra. Prerequisites: Mathematics 231 and 252. Offered: fall semester of even-numbered years.

MATHEMATICS 432. (3)

ADVANCED ALGEBRA. Select topics in algebra, which may include field extensions, Galois Theory, or algebraic coding. Prerequisite: Mathematics 431. Offered: on demand.

MATHEMATICS 441. (3)

INTERMEDIATE ANALYSIS. Further investigation of the calculus of one real variable. Continuity, uniform convergence, differentiation, and integration. Prerequisites: Mathematics 231, 242, and 252. Offered: fall semester of odd-numbered years.

MATHEMATICS 444. (3)

COMPLEX ANALYSIS. An introduction to the theory of complex functions. Prerequisite: Mathematics 242. Offered: spring semester of odd-numbered years.

MATHEMATICS 448. (3)

TOPOLOGY. Elementary topological concepts. Prerequisite: Mathematics 441. Offered: spring semester of even-numbered years.

MATHEMATICS 451. (3)

GEOMETRY. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Mathematics 231.

MATHEMATICS 461-462. (3-3)

HONORS IN MATHEMATICS. A scholarly project conducted in close consultation with a supervising professor. Prerequisites: permission of the instructor for 461; 461 and permission of the instructor for 462. Offered: on demand.

COMPUTER SCIENCE**COMPUTER SCIENCE 161. (3)**

INTRODUCTION TO COMPUTING. An overview of computing, with consideration given to its impact upon today's society. Topics may include history, applications, computer organization, programming languages, algorithms, and computability. A student cannot receive credit for Computer Science 161 if he has passed any other college course in Computer Science. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 261. (4)

COMPUTER SCIENCE I. Discussion of algorithms, programs, and computers. Extensive work in the preparation, running, debugging, and documenting of programs. Problem-solving is emphasized. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 262. (4)

COMPUTER SCIENCE II. A continuation of Computer Science 261 but with emphasis on language structures and applications of those structures not normally covered in a first course. Programming efficiency, documentation standards, and programming style are emphasized. Prerequisite: Computer Science 261. Offered: spring semester.

COMPUTER SCIENCE 308. (3)

PROGRAMMING LANGUAGES. A study of the design and implementation of programming languages. Concepts such as non-procedural languages, scope rules, data types and data sharing, control structures, block structure, recursion, storage management, formal specification of syntax and semantics, parsing, and interpreters. Prerequisite: Computer Science 262. Offered: fall semester of even-numbered years.

COMPUTER SCIENCE 321. (3)

CRYPTOGRAPHY. An introduction to both classical and modern methods of cryptography with emphasis on how classical number theory has been applied to problems of modern cryptography in recent years. Topics to include digital signatures, algorithms and protocols for public and private key cryptography, and systems for secure communications such as e-mail. Ethical and political issues having to do with secure communications are also discussed. Prerequisites: Computer Science 262 and Mathematics 262. Offered: spring semester of even-numbered years.

COMPUTER SCIENCE 331. (3)

COMPUTER GRAPHICS. This course covers the principles of two-dimensional and three-dimensional computer graphics, including the mathematical theory underlying those principles. Topics include the graphics pipeline, drawing basic shapes in two and three dimensions, linear transformations, meshes, clipping, shading, lighting, textures, and various graphics algorithms. Prerequisites: Computer Science 262 and Mathematics 141. Offered: fall semester of odd-numbered years.

COMPUTER SCIENCE 351. (3)

ARTIFICIAL INTELLIGENCE. A broad introduction to the field of Artificial Intelligence. Topics may be chosen from the Turing Test, expert systems, game playing, machine learning, neural networks, automated theorem proving, natural language understanding, and robotics. Programming languages for Artificial Intelligence, such as Lisp and Prolog, are also studied. Prerequisites: Computer Science 262 and Mathematics 262.

COMPUTER SCIENCE 361. (3)

COMPUTER ORGANIZATION. A machine-level view of computing. Topics may include computer arithmetic and data representation, assembly language programming and the assembly process, machine instruction sets, microprogramming and digital logic. Prerequisite: Computer Science 262. Offered: fall semester.

COMPUTER SCIENCE 362. (3)

DATA STRUCTURES AND ALGORITHMS. A continuation of the study of data structures begun in Computer Science 262, with emphasis on the analysis of algorithms associated with such structures. Topics to include data structures such as stacks, queues, trees, and graphs, algorithm design strategies and complexity analysis. Prerequisites: Mathematics 262 and Computer Science 361. Offered: spring semester.

COMPUTER SCIENCE 410. (3)

OPERATING SYSTEMS. An historical study of operating systems with an emphasis on how some classical problems of concurrency, such as mutual exclusion and deadlock, have been solved. Additional topics to be chosen from memory management, virtual storage organization, paging, segmentation, process management and scheduling, and interrupt handling. Prerequisite: Computer Science 361. Offered: spring semester of odd-numbered years.

COMPUTER SCIENCE 461. (3)

THEORY OF COMPUTING. An introduction to theoretical computer science. Abstract models of computers are used to help investigate the limitations of computing. Topics may include computability, complexity, automata, formal languages and grammars, and the Chomsky hierarchy. Prerequisite: Computer Science 362. Offered: fall semester.

COMPUTER SCIENCE 480. (3)

ADVANCED TOPICS IN COMPUTER SCIENCE. Topics may be chosen from among compiler design, symbolic computation, computational complexity, program verification and correctness, and database theory. Prerequisite: Computer Science 461, or consent of instructor. Offered: spring semester.

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MODERN LANGUAGES

Professor Johnson; Associate Professors Afatsawo^F, DeJong^S, Palmer, Severin; Senior Lecturer Salinas; Assistant Professors Cowling, Varona; Visiting Assistant Professors Rockelmann, Traoré; Lecturers Sanchez, Ying

Chair: Julia E. Palmer

The requirements for a major in French, German, or Spanish are 30 hours in the language at the 300- and 400-level, 6 hours of which must be completed at an approved host institution in a foreign country in which the target language is spoken and which includes a home-stay. The major in French must include 301-302, 305; four 400-level courses, at least one of which must be in literature; and three electives from language, culture, or literature courses at the 300- or 400-level. The major in German must include one 300-level literature course; four 400-level courses, at least one of which must be in literature; and five electives from language, culture, or literature courses at the 300- or 400-level. The major in Spanish must include 301-302, 303-304, 305 or 306; four 400-level courses, at least one of which must be in literature; and one elective from language, culture, or literature courses at the 300- or 400-level.

The requirements for a minor in French, German, or Spanish are 18 hours in the language at the 300- and 400-level. Three to six hours of study at an approved institution in a foreign country where the language is spoken are strongly recommended. The minor in French must include 301 or 302, 305; and one 400-level literature course. The minor in German must include at least one literature course at the 300-level; and one 400-level course in literature, language, or culture. The minor in Spanish must include 301-302, 303 or 304, 305 or 306; and one 400-level literature course.

The foreign-language requirement in Modern Languages is met when a student demonstrates functional competency in a foreign language by passing 201 and 202 or any 300-level course in a modern language at HSC or in an approved foreign-study program with home stay.

STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study and monitors closely the standards and administration of the programs to which it entrusts its students. Approved programs offer supervision, coordination, structure, and compatible cost, and financial aid may be available for approved programs in the event of need. Courses overseas must be approved in advance by the department chair and be consonant with Hampden-Sydney's curricular philosophy.

CHINESE

CHINESE 101-102. (3-3)

INTRODUCTION TO CHINESE. A first-year course for students who have little or no experience with the language. The goal is to develop the four basic skills: speaking, listening comprehension, reading, and writing on daily topics such as greetings, making appointments, shopping, sports, etc., and to introduce and expose students to Chinese customs and culture. Prerequisite for 101: none; prerequisite for 102: Chinese 101, or placement by the department. Offered: 101 in the fall semester, as staffing permits; 102 in the spring semester, as staffing permits.

CHINESE 201-202. (3-3)

INTERMEDIATE CHINESE. A continuation of the 101-102 sequence. Continued development of the four basic skills: speaking, listening comprehension, reading, and writing on more advanced topics such as traveling, advertising, health, etc., and helping students develop a more profound understanding of the culture and culturally related issues. Prerequisite: Chinese 102, or placement by the department. Offered: 201 in the fall semester, as staffing permits; 202 in the spring semester, as staffing permits.

FRENCH

FRENCH 101-102. (3-3)

INTRODUCTION TO FRENCH. A first-year course for students who have little or no experience with the language. The goal is the mastery of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of French in the classroom. Students are encouraged to converse in French with their instructor and with each other. This course includes a significant audio component to improve listening skills. Prerequisite for 101: none; prerequisite for 102: French 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

FRENCH 105. (3)

FRENCH LANGUAGE AND CULTURE. A flexible language and culture course open to students with little or no knowledge of French. Activities such as getting and giving information, understanding instructions and directions, functioning in shops and transportation systems, and conversing politely with native speakers develop functional competence in the language. Students cultivate cultural competence by visiting sites of historical and cultural interest, including the Louvre, the Arc de Triomphe, and the Champs-Elysées. Fifty percent of the course is dedicated to an examination and discussion of cultural issues and their impact on interaction with the French: the personal, the political, and the economic. The course does not fulfill credit for French 101, 102, or 201. Prerequisite: none. Offered: May Term.

FRENCH 201-202. (3-3)

INTERMEDIATE FRENCH. Review of basic French grammar and vocabulary, introduction to literary texts (201), and reading of a short novel (202). Prerequisite: French 102, or placement by the department. Offered: 201 in the fall semester; 202 in the spring semester.

FRENCH 300. (3)

GRAMMAR REVIEW AND INTRODUCTION TO THE READING OF FRENCH TEXTS. A course designed for grammar review and introduction to the analysis of short literary texts. It is designed for the student with a minimum of three or more years of high school study or the student who has completed French 202 and is interested in a minor or major in French. Readings, essays, and discussion in French are required. The course counts toward a major or minor. Prerequisites: French 201-202, or placement by the department.

FRENCH 301-302. (3-3)

MASTERPIECES OF FRENCH LITERATURE. A survey of French literature from its medieval origins to the present. Excerpts from major texts are read and discussed in class, with an emphasis on literary genres and principal ideas. Short papers, a research paper, and oral presentations are required. Prerequisites: French 201-202, or placement by the department.

FRENCH 303. (3)

FRENCH AND FRANCOPHONE IDENTITY: CULTURE AND CIVILIZATION. An introduction to the construction of French and francophone identities. Students explore the history and culture of France and selected francophone countries through artistic, historic, literary, and journalistic sources. Prerequisites: French 201-202, or placement by the department. Offered: on sufficient demand.

FRENCH 305. (3)

ADVANCED COMPOSITION AND CONVERSATION. A course in spoken French and in writing skills. Compositions and classroom discussions based on a variety of topics: may include readings in literary texts, newspaper and magazine articles, movies. Continued vocabulary building and grammar review. A course designed to develop and improve speaking and writing skills for more advanced course work. Required for the major and the minor.

FRENCH 401. (3)

FRENCH THEATER. A survey of French drama from medieval religious plays to works of the 20th century. Reading of representative plays from major movements. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 402. (3)

STYLISTICS AND TRANSLATION. A course on the usage and translation of idiomatic expressions and style. Literary texts, as well as articles from contemporary media, serve as the basis for translation projects. In French. Prerequisites: two courses in French at the 300-level, or permission of the department. Offered: on sufficient demand.

FRENCH 403. (3)

FRENCH POETRY. A study of French poetical forms from the Middle Ages to the 20th Century. Examination of representative poems from major poetic movements in France. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 404. (3)

FRENCH NOVEL. Reading of major French novels from early texts to the Nouveau Roman. Study of authors and movements. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 405. (3)

FRANCOPHONE LITERATURE. Introduction to all genres of Francophone literature from Canada, the Caribbean countries, Indochina, and Africa. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302.

FRENCH 408. (3)

FRENCH FILM. A study of French cinema, beginning with the first films of the Lumière brothers through the Nouvelle Vague innovations and culminating in the works of contemporary directors. The art of the genre, as well as how these films depict and reflect French culture, both past and present, are emphasized. Extensive readings on film analysis and culture, weekly film viewing. Requirements: Weekly reaction papers, Mid-term exam, oral presentation, final paper. In French. Prerequisite: French 301, 302, or 305.

FRENCH 409. (3)

FRENCH PRONUNCIATION AND PHONETICS. A course that focuses on the phonetic system of the French language. Students learn phonetic theory, articulatory variation, and corrective phonetics through auditory discrimination exercises and contrastive analysis. Transcriptions into the international phonetic alphabet and back to standard French spelling are mastered as a tool to improve awareness about sounds and how they are recorded in writing. Students also learn to master rhythm and intonation patterns of standard French. This course addresses the major contrastive features of the sounds of French and English as we consider the particular challenges to the Anglophone. The course is conducted in French. Prerequisites: two courses in French at the 300-level. Offered: on sufficient demand.

FRENCH 410. (3)

TOPICS IN CONTEMPORARY FRENCH CULTURE. Students study aspects of modern French culture and civilization. They are required to master selected readings, as well as to choose an independent research project for which they conduct "field research" in France. They are required to present weekly oral and written progress reports on their projects. Each student prepares a 7-10 page analysis of his findings in French. This course counts towards the major. Prerequisite: French 202, equivalent, or permission of the instructor. Offered: May term.

GERMAN**GERMAN 101-102. (3-3)**

INTRODUCTION TO GERMAN. A first-year course for students who have little or no experience with the language. The goal is the mastery of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of German in the classroom. Students are encouraged to converse in German with their instructor and with each other. Prerequisite for 101: none; prerequisite for 102: German 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

GERMAN 201-202. (3-3)

INTERMEDIATE GERMAN. A review of grammar. Oral practice based on readings from various types of material. Elements of composition. Students perform plays and report on individual outside reading. Laboratory. Formal essays in German. Prerequisite for 201: German 102, or placement by the department. Prerequisite for 202: German 201. Offered: 201 in the fall semester; 202 in the spring semester.

GERMAN 301-302. (3-3)

SURVEY OF GERMAN LITERATURE. The history of German literature from the beginnings to our day, with reading of selected poetry, prose, and drama from the Middle Ages to the twentieth century. Term reports on extensive parallel reading. Prerequisites: 201-202, or equivalent. Required for the major and the minor.

GERMAN 303. (3)

GERMAN CULTURE THROUGH FILM. This course examines various aspects of German society and culture—from the Twenties until the post-unification present—through the medium of film. Topics include Germany in the Weimar Republic and the Third Reich; the emergence of a post-war German identity; Germany in the Cold War, coming to terms with the Nazi past; the changing faces of Berlin; and more current socio-cultural developments within Germany. Both full-length films and film excerpts are shown to inspire critical discussion and to introduce students to some of the important issues that define modern Germany. Oral and written work in German only. Prerequisites: German 201-202, or placement by the department. Offered: Fall semester of even-numbered years.

GERMAN 304. (3)

POSTWAR GERMANY: LITERATURE AND CULTURE. As a form of historical documentation, literature informs us about the social and cultural life of a people, the country's political climate as well as certain philosophical trends within a particular epoch or time span. This course will look at samples of literature written between two pivotal historical dates-1945 and 1990-and will open up for discussion significant political, social, historical and philosophical aspects of that era. Readings will include both literary works as well as select non-literary texts that provide important factual information about the political and historical climate of that period. The class will capitalize on the location of Münster to highlight aspects of this recent historical and political legacy. Students will be required to give oral presentations and to write several position papers and a longer analysis of the texts under consideration. Offered: May Term

GERMAN 305. (3)

ADVANCED CONVERSATION AND COMPOSITION. A course designed to improve speaking and writing skills in preparation for more advanced course work. Compositions and classroom discussions will be based on a variety of contemporary topics drawn from German radio and news programs, magazines, and the internet. Students will perform a variety of oral communicative tasks. They will also continue to build their vocabulary and work on grammatical structures in their compositions. Discussions and all course work in German. Prerequisites: German 201-202, or placement by the department. Offered: fall semester of odd-numbered years.

GERMAN 306. (3)

CONTEMPORARY GERMANY AND THE MEDIA. In this course students will become acquainted with the most significant current events in Germany using both regional as well as prominent national newspapers and magazines. Students will learn to evaluate, analyze and discuss relevant topics in the German media. At the same time, they will continue to work on advanced grammatical structures and will learn how to incorporate more nuanced and idiomatically informed language into their spoken and written German. Aside from taking regular quizzes on grammatical structures, students will give daily summaries of regional news items and will give two oral presentations and write two longer analytical pieces on items of national significance. Offered: May Term

GERMAN 401. (3)

GERMAN THEATER. Survey of German drama from medieval Fastnachtsspiel and Volksspiel to the Absurde through the Burgherstire and Hörspiele, in thematic presentation, through theory and criticism. Extensive reading. Prerequisites: 301-302. Offered: fall semester of even-numbered years.

GERMAN 402. (3)

ADVANCED GERMAN COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts, exploring a novel theme or particular dimension of German literature; vocabulary acquisition and stylistics incorporated in the program. Stylistic approach. Prerequisites: German 301-302. Offered: spring semester of odd-numbered years.

GERMAN 403. (3)

GERMAN POETRY. Survey of German poetic forms from Middle Ages to Symbolismus; Sprüchdichtung, Ballade, and Klassische Poesie through Dichtungstheorie. Extensive reading. Analysis of thematic and metrical variations. Prerequisites: German 301-302. Offered: fall semester of odd-numbered years.

GERMAN 404. (3)

GERMAN NOVEL. Seminar course conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early Erzähl-literatur through the Roman zwischen Tradition und Wandlung and Die Geschichtserzählung. Extensive reading. Prerequisites: German 301-302. Offered: spring semester of even-numbered years.

RUSSIAN**RUSSIAN 101-102. (3-3)**

INTRODUCTION TO RUSSIAN. A first-year course for students who have little or no experience with the language. The ultimate aim is to develop the four skills necessary to achieve basic communicative competence in speaking, listening comprehension, reading, and writing. This course includes a significant audio component to improve listening skills. Prerequisite for 101: none; prerequisite for 102: Russian 101, or placement by the department. Offered: 101 in the fall semester; 102 in the spring semester.

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RUSSIAN 201-202. (3-3)

INTERMEDIATE RUSSIAN. Review of basic Russian grammar and vocabulary, introduction to basic language, culture and current events in Russia. The goal is to develop the understanding of how the Russians live, work and interact with one another in their professional and daily lives. Students are encouraged to converse in Russian with their instructor and with each other. Prerequisite: Russian 102, or placement by the department. Offered: 201 in the fall semester; 202 in the spring semester.

SPANISH**SPANISH 101-102. (3-3)**

INTRODUCTION TO SPANISH. A first-year course for students who have little or no experience with the language. Development of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of Spanish in the classroom. Prerequisite for 101: none; prerequisite for 102: Spanish 101, or placement by the department. Both courses are offered each semester.

SPANISH 103. (4)

INTENSIVE BEGINNING SPANISH. This course is intended for entering students who have at least three years of Spanish experience in high school, but who do not have sufficient proficiency for successful completion of 201-202. The course reviews the material covered in Spanish 101-102 in one intensive semester. Students develop their proficiency in four basic language skills: speaking, listening comprehension, reading, and writing. Emphasis is on the use of Spanish in the classroom. Prerequisite: three years of Spanish language study, or placement by the department. Offered: fall semester.

SPANISH 201. (3)

INTERMEDIATE SPANISH I. A continuation of the 101-102 sequence. Continued development of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of Spanish in the classroom. Prerequisite: Spanish 102, 103, or placement by the department. Offered: each semester.

SPANISH 202. (3)

INTERMEDIATE SPANISH II. Emphasis on the productive skills of speaking and writing with a general grammar review. Continued practice in reading of authentic Hispanic texts, both popular and literary. Several oral presentations are required. Prerequisite: Spanish 201. Offered: each semester.

SPANISH 300. (3)

INTRODUCTION TO HISPANIC LITERATURE.

A course designed to hone the reading strategies of students while introducing them to a variety of literary genres. Students improve their comprehension of literary texts and acquire the tools necessary for writing about the connection between message, form, and context. Vocabulary-building exercises and grammar review may be included as needed. Readings, papers, and class discussion in Spanish only. The course serves as a bridge between the intermediate language sequence (201-202) and the survey of literature courses. Prerequisites: Spanish 201-202, or placement by the department. Offered: fall semester.

SPANISH 301. (3)

SURVEY OF PENINSULAR LITERATURE.

Students read representative pieces of Spanish prose, poetry, and drama within the context of the major literary movements. In oral and written work students develop analytical techniques. Class discussion and readings in Spanish only. Prerequisites: Spanish 201-202, or placement by the department. Offered: fall semester.

SPANISH 302. (3)

SURVEY OF LATIN AMERICAN LITERATURE.

Students read representative pieces of Latin American prose, poetry, and drama within the context of the major literary movements. In oral and written work students develop analytical techniques. Class discussion and readings in Spanish only. Prerequisites: Spanish 201-202, or placement by the department. Offered: spring semester.

SPANISH 303. (3)

CULTURE AND CIVILIZATION OF SPAIN. An introduction to the history and culture of Spain through visual, oral, literary, and journalistic sources. Oral and written work in Spanish only. Prerequisites: Spanish 201-202, or placement by the department.

SPANISH 304. (3)

CULTURE AND CIVILIZATION OF LATIN AMERICA. An introduction to the history and culture of Latin America through visual, oral, literary, and journalistic sources. Oral and written work in Spanish only. Prerequisites: Spanish 201-202, or placement by the department. Offered: spring semester.

SPANISH 305. (3)

ADVANCED CONVERSATION AND GRAMMAR REVIEW. A course designed to develop and improve speaking skills for more advanced course work. Classroom discussions are based on a variety of topics culled from literary texts, newspaper and magazine articles, or material from other media. Students perform a variety of oral communicative tasks, including presentations, debates, and conversation. Continued vocabulary building and grammar structures which are inherent to specific types of oral communication are reviewed so that students may strive for more sophisticated and correct linguistic expression. Prerequisites: Spanish 201-202, or placement by the department. Offered: fall semester.

SPANISH 306. (3)

ADVANCED COMPOSITION AND GRAMMAR REVIEW. A course designed to develop and improve writing skills for more advanced course work. Compositions are based on a variety of topics culled from literary texts, newspaper and magazine articles, or material from other media. Students learn basic elements of composition, such as the development of a thesis with supporting paragraphs and the use of appropriate citations. In addition to compositions, the course may include the art of letter writing and creative writing. Vocabulary building and grammar structures which are inherent to specific types of written expression are reviewed so that students may strive for more sophisticated and correct linguistic expression. Prerequisites: Spanish 201-202, or placement by the department. Offered: spring semester.

SPANISH 307. (3)

SPANISH FOR PUBLIC AFFAIRS. This course introduces students to the language and culture of practices in government, companies, and institutions in the Hispanic World. Emphasis is placed on improving the four language skills (listening, speaking, reading, and writing) and on underscoring and explaining the differences in the conduct of public affairs in Hispanic cultures. There is extensive use of realia, such as the Hispanic press, internet, and interactive web sites. Lectures and oral and written student performance are in Spanish. Prerequisite: Spanish 202, or placement by the department. Offered: spring semester.

SPANISH 310. (3)

LATIN-AMERICAN LITERATURE IN TRANSLATION. An in-depth study of major Latin-American writers. Readings come from mostly the twentieth century and may include poetry, essay, short story, or novel. The course emphasizes the historical and cultural context for the readings in order to consider the national, as well as the international, significance and appeal of representative writers from a variety of Latin-American countries. Readings, class discussions, papers, and oral presentations are in English. This course does not count towards the major or minor in Modern Languages. Prerequisite: none. Offered: on sufficient demand.

SPANISH 320. (3)

SPANISH PHONETICS AND PHONOLOGY. This course is intended to provide students with an introduction to the sound system of Spanish. Students learn all of the linguistic terminology necessary to describe the point of articulation, the manner of articulation, and the voicing of all the phonemes of standard Spanish. This knowledge is necessary for one to be able to pronounce Spanish well and to be able to teach others to pronounce Spanish. After all of the phonemes of standard Spanish are introduced, students complete both phonetic transcriptions of texts as well as practice their own pronunciation in the language lab. We also study the salient features of all the major dialects of Spanish in both Spain and Latin America. This is an introductory Spanish linguistics class that is ideal for students who have taken Spanish 305 or Spanish 306. Prerequisites: Spanish 201-202, or placement by the department. Offered: fall semester of even-numbered years.

SPANISH 322. (3)*INTRODUCTION TO HISPANIC LINGUISTICS.*

This course is intended to provide students with an introduction to the principles and methods of objective language analysis applied to the Spanish language. This general introduction to Hispanic linguistics includes an analysis of the sound system (phonetics and phonology), word formation (morphology), the structure of utterances (syntax), meaning and usage (semantics and pragmatics), and language variation. Assignments include regular reading and homework exercises in the form of problems to solve or questions to answer and short in-class presentations. Assessment tools include regular quizzes, oral interviews, written exams and a final portfolio project in which students must apply the information they have learned to analyze different language samples. The portfolio includes a phonetic transcription of a text, a morphological analysis of a word list, a syntactic analysis of a text, the results of a small, original language study given to native speakers and an essay that discusses a relevant issue in semantics or pragmatics. Prerequisites: Spanish 305 or 306 or permission of the department. Offered: fall semester, alternate years.

Courses at the 400-level in Spanish are offered on sufficient demand.

SPANISH 401. (3)

LATIN-AMERICAN NARRATIVE. A seminar course which examines the precursors and principal authors of the "Boom," a reference to the sudden international critical acclaim and popularity of Latin-American literature in the mid-twentieth century. Readings include short fiction and novels by Jorge Luis Borges, Julio Cortázar, and Gabriel García Márquez, among others. The seminar also addresses the post-boom culture which has taken García Márquez's mythical Latin-American village Macondo and turned it into a more globalized McOndo. Readings and discussions in Spanish. Prerequisite: Spanish 302.

SPANISH 402. (3)

LATIN-AMERICAN POETRY. A seminar in the evolution of verse forms in Latin-American literature. Lectures and texts, oral and written student performance in Spanish only. Considerable reading. Prerequisite: Spanish 302.

SPANISH 403. (3)*PENINSULAR GENRES BEFORE THE 18TH CENTURY.*

A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with the Hispano-Judeo-Arabic Jarchas, and including the theater of Lope de Vega and the novel of the picaro. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 404. (3)

PENINSULAR GENRES OF THE MODERN AGE. A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the Ilustración, the Afrancesados, the subsequent eruption of romanticismo and into the contemporary period of García Lorca, Camilo José Cela, and Ana María Matute. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 405. (3)

TWENTIETH-CENTURY LATIN AMERICAN THEATER. A seminar introducing students to the development of twentieth-century Latin American theater. Representative plays of national, vanguard, and contemporary theater. Class discussions and oral and written student performances in Spanish only. Prerequisite: Spanish 302.

SPANISH 407. (3)

THE NOVEL IN THE GOLDEN AGE. This course encourages close reading and textual criticism of prose authors of the Siglo de oro, in particular Cervantes. Extensive reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 408. (3)

THEATRE OF THE GOLDEN AGE. The course encourages close reading and textual criticism of the teatro nacional of Spain, in particular the works of Lope de Vega, Calderón, and their epigones. Considerable reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301.

SPANISH 409. (3)

SPANISH-ENGLISH TRANSLATION. An introduction to the tools and mechanisms of translations from Spanish into English. Includes investigation of style, word usage, synonyms, and idiomatic expressions. Exercises include translation of popular media and literature. A final lengthy translation project is required. Prerequisite: Spanish 305 or 306.

SPANISH 411. (3)

CONTEMPORARY ISSUES IN SPANISH SOCIETY. This advanced course complements the May Term study-abroad experience in Spain for Spanish majors or minors. Students focus on raising cultural awareness and further developing analytical and discussion skills through the study of contemporary issues in society. Students read newspapers, watch selected programs on television (e.g., newscasts, debates, or documentaries), listen to educational radio programs, and attend public lectures. These activities provide the information and vocabulary necessary for discussion of issues of social significance. Classes are conducted in Spanish, and discussions are carefully directed for clear and correct expression of ideas and optimal oral practice. Students demonstrate their understanding of the issues through oral presentations, brief papers, and a final written or oral project. Prerequisite: Spanish 303. Offered: May Term.

SPANISH 422. (3)

HISTORY OF THE SPANISH LANGUAGE. This course is intended to provide the student with an introduction to the history of the Spanish language as it developed from spoken Latin. The historical study of Spanish provides explanations for the phonological, morphological, syntactic and lexical structures of the modern language and also demystifies the development of irregular forms and structures in modern Spanish. Prerequisite: Spanish 305 or 306.

Independent study courses numbered 485-490-495 in French, German, or Spanish only may be developed between faculty members and students to examine specific topics, periods, areas, styles, images, themes, or authors not treated in other offerings. Such courses may be taken only by language majors, however, and then only by students holding a grade-point average of at least 3.0. Determination and approval lie with department chair.

PHILOSOPHY

Professors Hight, Janowski^s, Wilson

Chair: Patrick A. Wilson

The requirements for a Philosophy major are Philosophy 102, 201, 210, 302 or 303, 304 or 305, 412, 413, and an additional 9 hours in the discipline (30 total hours). Interdisciplinary majors involving philosophy may be developed and pursued with the approval of the departments concerned.

For more information about the department, see its web page.

PHILOSOPHY 102. (3)

INTRODUCTION TO PHILOSOPHY. Does God exist? What makes life meaningful? How to explain consciousness? Am I somehow (how?) one and the same being over time? Could a computer think? What makes a person a person? What is the source of morality? And what does morality require of me? If I want to be a good man and good citizen, how should I live my life? This course welcomes students to the practice of philosophy via a careful examination of questions such as these. Be ready to think hard about your basic beliefs—and to be unsettled. Prerequisite: none. Offered: each semester.

PHILOSOPHY 201. (3)

LOGIC. The ability to think critically and recognize unsound reasoning is fundamental to a liberal education and valuable in graduate and law school, as well as a wide variety of occupations. This course provides a traditional introduction to propositional logic and proof methods, accompanied periodically by an introduction to categorical and/or predicate logic. Prerequisite: none. Offered: each semester.

PHILOSOPHY 210. (3)

ANCIENT AND MEDIEVAL PHILOSOPHY. Emphasizing the thought of Plato and Aristotle, this course seeks to develop intellectual virtues in students today by examining the views of early western philosophers from the pre-Socratics through the medieval era. The course is typically the second course students take in philosophy but is suitable for any student seeking to improve his critical thinking skills. Prerequisite: none. Offered: fall semester.

PHILOSOPHY 217. (3)

PHILOSOPHY OF RELIGION. The tenets of various religions and the phenomenon of religion itself raise deep philosophical questions: Can God's existence be proven? Why does God allow suffering? How central are humans to creation? What gives rise to religious experience? As an investigation of foundational questions in metaphysics, epistemology, and ethics, this course will appeal to believers and nonbelievers alike. Prerequisite: none. Offered: spring semester of odd-numbered years.

PHILOSOPHY 218. (3)

PHILOSOPHY OF ART. What makes art "art"? Indeed, can "art" be defined at all? What is the difference between various types of art—a piece of music versus a sculpture, say? What is beauty? Are judgments regarding artworks and beauty subjective or objective? Is art important and valuable? Should the state support art and artists? What is the relation between art and morality? Should art ever be censored? Can you imagine a case where you would respond in the affirmative and, say, picket in front of a museum? In this course we'll think about questions such as these—questions that will appeal to artist and non-artist alike. Prerequisite: none. Offered: most spring semesters.

PHILOSOPHY 302. (3)

MODERN PHILOSOPHY: RATIONALISTS. Our contemporary ways of thinking (in science, religion, and elsewhere) are built upon the foundations of early modern thinkers such as Descartes, Leibniz, Spinoza, and Malebranche. This course examines the philosophy of the early modern tradition known as rationalism, engaging questions about the nature of the mind, whether the material world has empty space, the nature of identity, monads, and more! Prerequisite: one course in philosophy or consent of the instructor. Offered: spring semester of even-numbered years.

PHILOSOPHY 303. (3)

MODERN PHILOSOPHY: EMPIRICISTS AND KANT. This course examines the philosophy of the early modern tradition known as empiricism, focusing on the work of Locke, Berkeley, Hume, and Reid. It concludes by engaging Kant's response to his predecessors. Topics include personal identity, arguments as to why material substance does not exist, and intriguing discussions about the limits of human knowledge. Prerequisite: one course in philosophy or consent of the instructor. Offered: spring semester of odd-numbered years.

PHILOSOPHY 304. (3)

NINETEENTH-CENTURY PHILOSOPHY. Is the world a fundamentally rational place? What is our role in such a world and how might we change it? Such questions are engaged in this course, which focuses on the thought of Hegel and Marx. The remainder of the course considers the views of philosophers such as Schopenhauer, Nietzsche, Mill. Prerequisite: one course in philosophy or consent of the instructor. Offered: fall semester of even-numbered years.

PHILOSOPHY 305. (3)

CONTEMPORARY PHILOSOPHY. Can there be two distinct material objects in the same place at the same time? How do words get their meanings and refer to the world? What are colors, and where are they located? What is consciousness, and what sorts of beings possess it? What does it mean to know anything, and how does that differ from being certain about things? What is the most just way to organize society? This course engages relatively recent work on these and similarly pressing questions. Typically the course content is shaped by student interest. Prerequisite: one course in philosophy or consent of the instructor. Offered: fall semester of odd-numbered years.

PHILOSOPHY 312. (3)

PHILOSOPHY OF SCIENCE. Modern science employs uniquely effective methods for obtaining knowledge of the natural world. This course explores the philosophical foundations of science: What does it mean for evidence to confirm a theory? For a theory to explain a phenomenon? What constitutes a scientific theory in the first place? Does the nature of science change through history? In this course students reflect on how science works and why it works so well. Prerequisite: none. Offered: fall semester of even-numbered years.

PHILOSOPHY 313. (3)

SCIENCE AND RELIGION. Does the Big Bang entail creation from nothing? Are rational beings central to the development of the universe or the evolution of life? Is any purpose evident in that development or evolution? Do explanations involving intelligent design conflict with those by natural selection? Questions like these motivate this course, which will appeal to students interested in religion, science, or any of the numerous philosophical questions to which these subjects give rise. Prerequisite: none. Offered: fall semester of odd-numbered years.

PHILOSOPHY 314. (3)

ETHICS. Are all actions self-interested? Is altruism possible? How to explain human nature? Is it fixed and constant? Or might human nature change across time? Just how and why do others matter? (Or do they?) Is morality founded in reason or emotion? What are the virtues? What is happiness? How should I live my life? This course addresses these and other basic questions—questions at once both fun and challenging—in philosophical ethics. Prerequisite: one course in philosophy or consent of the instructor. Offered: fall semester.

PHILOSOPHY 316. (3)

SOCIAL PHILOSOPHY. What is justice? What is freedom? Are persons one another's equals? Are justice and freedom and equality somehow compatible? Or are they essentially at odds? What are rights—where might they come from and which ones (if any) might we have? What is the state and what should it do? What kinds of social and economic institutions and practices are worth defending? If you were God, how would you organize society—and why? This course encourages students to think critically about society via a lively examination of questions such as these. Prerequisite: one course in philosophy or consent of the instructor. Offered: spring semester.

PHILOSOPHY 412-413. (3-3)

JUNIOR/SENIOR SEMINAR. A capstone sequence, required for junior and senior philosophy majors, which usually focuses on an individual philosopher or issue in some depth. The seminar format encourages especially close reading of seminal texts, prompts vigorous discussions of the same, and develops students' facility in the conventions of philosophical research. Students also have the special opportunity to work closely—discussing their ideas one on one and honing the arguments of their individual research essays—with two visiting scholars, both of whom are experts on the topic of the seminar. The capstone sequence is an exciting and fitting culmination of our majors' experience in the department. Prerequisite: major in philosophy or consent of the instructor. Offered: 412 in spring semester of even-numbered years; 413 in spring semester of odd-numbered years.

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PHYSICS AND ASTRONOMY

Professors Bloom, Cheyne, McDermott; Associate Professors Keohane, Thurman

Chair: Hugh O. Thurman III

The requirements for a major in Physics are 33 hours, including Physics 131, 132, 151, 152, 233, 244, 253, 331, 332, and either Physics 103 or 104. Of the remaining 9 hours, at least 6 must be at the 200 level or higher.

The requirements for a minor in Astronomy are 18 hours, including Astronomy 110, 151, 210, and 310; and Physics 131, 132, 151, and 152. Physics or Chemistry majors who take the Physics courses and elect to complete the Astronomy minor may only count Physics 131, 132, 151, and 152 in both the major and the Astronomy minor.

For more information about the department, see its web page.

ASTRONOMY

ASTRONOMY 110. (3)

INTRODUCTION TO ASTRONOMY. An examination of astronomy: its methods and history, and the origin and development of the solar system, the galaxy, and the universe. Prerequisite: none. Corequisite: Astronomy 151. Offered: each semester.

ASTRONOMY 125. (3)

LIFE IN THE UNIVERSE. This course concentrates on the astronomical and biological conditions which have made possible the development of life on Earth. Our knowledge of the cosmos is critically examined to estimate the probabilities for life to arise elsewhere. Methods of searching for intelligent extraterrestrial life are reviewed. This is a one-semester course intended for the non-physical-science major. Prerequisite: none. Offered: every other fall semester of odd-numbered years.

ASTRONOMY 210. (3)

OBSERVATIONAL ASTRONOMY. A comprehensive introduction to observational astronomy, the course begins with the study of the greatest observations of the 20th century, followed by modern data analysis techniques on both space-based and ground-based data sets. The students have full access to the College telescope, as well as access to shared observing facilities. Prerequisite:

Astronomy 110/151. Offered: spring semester of even-numbered years.

ASTRONOMY 310. (3)

ASTROPHYSICS. The study of the physics of astronomical processes in order to understand what can be learned from the radiations observed from astronomical objects. Detectors and detection techniques are also examined. Cross-listed: Same class as Physics 310. Prerequisites: Physics 132 and Mathematics 142. Offered: spring semester of odd-numbered years.

PHYSICS

PHYSICS 103. (3)

BASIC DIGITAL ELECTRONICS. A laboratory-based study of fundamental electronic concepts, digital logic, and microcomputer circuitry. Prerequisite: none. Offered: spring semester.

PHYSICS 104. (3)

BASIC LINEAR ELECTRONICS. A laboratory-based study of circuits employing transistors and integrated circuits. Prerequisite: none. Offered: fall semester.

PHYSICS 107. (3)

ENERGY AND THE ENVIRONMENT. An introductory course focusing on the basic physical principles behind production, consumption, conservation and pollution due to the use of energy. Topics include fossil fuels, renewable energy sources, conservation techniques, transportation, and climate change. Prerequisite: none. Offered: every other fall semester of odd-numbered years.

PHYSICS 108. (3)

METEOROLOGY AND CLIMATOLOGY. An elementary introduction to meteorology and climatology including properties of the atmosphere and their effects on the weather, climate change and global warming. Prerequisite: none. Offered: spring semester.

PHYSICS 131. (3)

FUNDAMENTALS OF PHYSICS I. A calculus-based introduction to classical mechanics. Topics include linear kinematics and dynamics, work and energy, momentum, gravitation, rotational kinematics, oscillations, fluids, and mechanical and sound waves. Prerequisite or corequisite: Mathematics 141. Corequisite: Physics 151. Offered: fall semester.

PHYSICS 132. (3)

FUNDAMENTALS OF PHYSICS II. A calculus-based introduction to electromagnetism and modern physics. Electrostatics, the electric field and potential, electric current and circuits, magnetostatics, induction, light and optics, the atomic nature of matter, the structure of the atom, and the nucleus are studied. Prerequisites: Physics 131 and Mathematics 141. Prerequisite or corequisite: Mathematics 142. Corequisite: Physics 152. Offered: spring semester.

PHYSICS 135. (3)

THE PHYSICS OF SOUND. The course begins with an introduction to the basic physics of sound. Additional topics include a study of musical instruments, high-fidelity audio systems, speaker design and placement, microphones, and room acoustics. Prerequisite: none. Offered: fall semester of even-numbered years.

PHYSICS 220. (3)

COMPUTATIONAL METHODS IN PHYSICS. An introduction to the techniques of using computers to solve problems in physics. These include numerical differentiation and integration, numerical modeling, and graphical presentation of data. The techniques learned are applied to solve interesting problems in physics. Previous programming experience and computer literacy are helpful but not expected. Prerequisite: Physics 131. Offered: fall semester.

PHYSICS 233. (3)

MODERN PHYSICS. An introduction to modern physics, which includes a study of relativity, atoms, molecules, nuclei, waves, and spectra. Prerequisite: Physics 132. Corequisite: Physics 253. Offered: fall semester.

PHYSICS 234. (3)

MATHEMATICAL METHODS FOR PHYSICS. Selected mathematical techniques most often used in physics are studied. Power Series, Fourier Series, linear transformations, ordinary and partial differential equations, Eigenvalues, Eigenvectors, complex variables, LeGendre Polynomials, spherical harmonics, and Bessel Functions are among the topics considered. These techniques are applied to problems in electricity and magnetism, mechanics, acoustics, and quantum mechanics. Prerequisite: Physics 132. Offered: spring semester.

PHYSICS 244. (3)

EXPERIMENTAL PHYSICS. An instrumentation based course that provides an introduction to modern measurement techniques, instrumentation, and data analysis. Topics include concepts of electronics, spectroscopy systems, and mechanical systems. Emphasis is placed on the principles of data collection and analysis. Prerequisite: Physics 132. Offered: spring semester.

PHYSICS 301-302. (1-1)

PHYSICS SEMINAR I-II. A study of special topics, with emphasis on the preparation and oral presentation of reports. Prerequisites: Physics 131 and 132. Offered: on sufficient demand.

PHYSICS 310. (3)

ASTROPHYSICS. The study of the physics of astronomical processes in order to understand what can be learned from the radiations observed from astronomical objects. Cross-listed: Same class as Astronomy 310. Prerequisites: Physics 132 and Mathematics 142. Offered: spring semester of odd-numbered years.

PHYSICS 331. (3)

CLASSICAL MECHANICS. Particle dynamics is treated with special emphasis on harmonic motion, motion in a central force field, and the two-body problem. Prerequisite: Physics 131. Offered: fall semester.

PHYSICS 332. (3)

ELECTRICITY AND MAGNETISM I. A study of electrostatics, dielectrics, and magnetostatics. Prerequisite: Physics 331. Offered: spring semester.

PHYSICS 341. (3)

WAVE PROPERTIES AND OPTICS. Geometrical and physical optics. Prerequisite: Physics 132. Offered: fall semester of odd-numbered years.

PHYSICS 342. (3)

THERMODYNAMICS AND STATISTICAL PHYSICS. An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics. Prerequisite: Physics 132. Offered: spring semester.

PHYSICS 365. (1)

INTRODUCTION TO HONORS RESEARCH. A detailed proposal for an Honors research project is prepared in consultation with the faculty member who supervises the research. Prerequisite: consent of the instructor.

PHYSICS 421-422. (3-3)

THEORETICAL PHYSICS. Selected topics investigated in depth using sophisticated mathematical techniques, mostly advanced mechanics and electromagnetic field theory. Prerequisite: Physics 332. Offered: on sufficient demand.

PHYSICS 431. (3)

SUB-ATOMIC PHYSICS. Instructor chooses from among the following topics according to the interests of the students: constituents and models of the nucleus, classification of sub-atomic particles, interactions of sub-atomic particles with matter and fields, structure of sub-atomic particles, conservation laws and symmetries, electromagnetic forces, strong and weak forces, and unification of forces. Prerequisite or corequisite: Physics 233. Offered: on sufficient demand.

PHYSICS 432. (3)

ELECTRICITY AND MAGNETISM II. A study of electrodynamics, magnetodynamics, Maxwell's Equations, and electromagnetic waves. Prerequisite: Physics 332. Offered: on sufficient demand.

PHYSICS 441. (3)

SOLID-STATE PHYSICS. An introductory course in solid-state physics and material science, with an emphasis on the applications of each topic to experimental and analytical techniques. Topics include crystallography, thermal and vibrational properties of crystals and semiconductors, metals and the band theory of solids, superconductivity, the magnetic properties of materials, and surface physics. Prerequisite: Physics 332. Offered: fall semester of even-numbered years.

PHYSICS 442. (3)

QUANTUM MECHANICS. The physical foundations of the quantum theory are studied. Schroedinger's Equation is introduced and used to analyze elementary aspects of the atom. Perturbation theory, the variational method, and other approximation methods are introduced. Prerequisite: Physics 331. Offered: fall semester of even-numbered years.

LABORATORIES**ASTRONOMY****ASTRONOMY 151. (1)**

ASTRONOMY LABORATORY. An experimental and observational approach to introductory astronomy. Goals for this class include the implementation of observational techniques, the development of data analysis skills using current standard spreadsheet software, the development of scientific writing skills, and learning to use an astronomical telescope. Corequisite: Astronomy 110. Offered each semester.

PHYSICS**PHYSICS 151. (1)**

GENERAL PHYSICS LABORATORY I. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Corequisite: Physics 131. Offered: fall semester.

PHYSICS 152. (1)

GENERAL PHYSICS LABORATORY II. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Corequisite: Physics 132. Offered: spring semester.

PHYSICS 253. (1)

MODERN PHYSICS LABORATORY. A laboratory course that consists of a sequence of experiments designed to study the properties of electrons, photons, atoms and their interactions. Corequisite: Phys 233. Offered: fall semester.

PHYSICS 351-352. (1, 2, 3)

ADVANCED LABORATORY. A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experiments. Prerequisite: consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

PHYSICS 461. (3)

HONORS ADVANCED LABORATORY. An extended project conducted in collaboration with a faculty member, ordinarily resulting in publishable research. Prerequisite: consent of the instructor.

PHYSICS 462. (3)

HONORS ADVANCED LABORATORY. A continuation of Physics 461 for projects found suitable. Prerequisite: consent of the instructor.

PSYCHOLOGY

Professors Herdegen, Mossler, Vitale, D. Weese

Chair: G. Daniel Weese

The requirements for a major in Psychology are 10 courses and 3 laboratories in Psychology, including Psychology 101, 210, 211/251, 401, and 402. In addition, students must take either Psychology 301/351 or 312/352, and either Psychology 306/356 or 315/355. (Although the lecture courses may be taken without the lab sections, the lab sections must be taken at the same time as the corresponding lecture courses.) Electives in Psychology may be chosen from the 200-, 300-, and 400-level departmental offerings. Students are encouraged to complete Psychology 210 and 211 during the sophomore year, and 211 must be completed before the end of the junior year. Students also are strongly encouraged to take at least one 300-level laboratory course before the end of the junior year.

Students may develop interdisciplinary majors within the social and natural sciences with the approval of the departments concerned.

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology or Biology.

PSYCHOLOGY 101. (3)

INTRODUCTION TO PSYCHOLOGY.

Introduction to the field of psychology with an emphasis on research methodologies and findings in the areas of neuroscience, learning, development, abnormal, and social psychology, plus other topic areas as appropriate. Examination of the methods and evidence pertaining to important concepts, issues, and topics in those areas of psychology, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. Prerequisite: none. Offered: each semester.

PSYCHOLOGY 107. (3)

CONTROVERSIAL ISSUES IN PSYCHOLOGY.

This is an entry-level course designed to introduce students to conflicting views on a variety of important issues in different areas of psychology. The focus of this course is the gulf between public opinion and empirical knowledge. Discussions

about each controversy begins with a presentation of some basic information about the general topic under study (e.g., the accuracy of eyewitness testimony and the nature of human memory) and is followed by an in-depth examination of each controversy in light of what the public believes to be true and what psychologists have learned. Videotapes, web resources, and readings from the critical thinking monograph are used to supplement the primary text in this course. Prerequisite: none. Offered: alternate years.

PSYCHOLOGY 202. (3)

COGNITIVE PSYCHOLOGY. This course focuses on the study of human memory and mental processes. The information-processing approach is presented and described in some detail. A variety of mental activities are covered, including attention, perception, remembering, using language, reasoning, and problem-solving. Special attention is paid to the application of current research in cognitive psychology to real-life situations. Prerequisite: Psychology 101. Offered: fall semester of alternate years.

PSYCHOLOGY 204. (3)

ABNORMAL PSYCHOLOGY. An overview of emotional, behavioral, and cognitive conditions which are considered sufficiently stressful, dysfunctional, unusual, or bizarre to require treatment by mental-health professionals. Included in each major category defined by psychiatry's diagnostic manual are a description of symptoms, typical antecedent life stresses, correlates in childhood developmental patterns, and physiological, neurological, and temperamental concomitants. Theory and research concerning causes and common therapeutic approaches are reviewed. Prerequisite: Psychology 101. Offered: fall semester of alternate years.

PSYCHOLOGY 205. (3)

MOTIVATION. An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics include physiological mechanisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 101. Offered: fall semester.

PSYCHOLOGY 207. (3)

DRUGS AND BEHAVIOR. The systematic study of the effects of drugs on behavior, cognitive functioning, and emotions; the interaction of a drug with the nervous system; the biological and psychological makeup of the individual; and the social and physical environment as the determinant of the drug experience. Prerequisite: Psychology 101. Offered: spring semester of alternate years.

PSYCHOLOGY 208. (3)

SPORT PSYCHOLOGY. Examines the psychological principles involved in sport, including the effects of attention and arousal on performance, audience effects on performance, factors underlying achievement motivation, factors that predict effective coaching and team cohesion, and personality variables associated with athletic participation. Emphasis is placed on reading and discussing empirical studies in the area, with some attention paid to case studies. Prerequisite: Psychology 101. Offered: spring semester of alternate years.

PSYCHOLOGY 209. (3)

PSYCHOLOGY OF ADOLESCENCE. This course is designed to introduce students to adolescence, an important stage of human growth and development. Students begin by reviewing the major theories of adolescence, then cover some of the physical, cognitive, social, and emotional changes that occur during this stage of development. Current research on problematic behaviors such as drug use, sexual behavior, risk taking, juvenile delinquency, and psychopathology help students explore the roles that neurological development, parents, and cultural forces play in the development of these behaviors. Finally, students develop ideas about how we might reduce or eliminate the occurrence of some of these problematic behaviors. Videotapes, web resources, and additional short readings are used to supplement the primary text in this course. Prerequisite: Psychology 101, or permission of the instructor. Offered: alternate years.

PSYCHOLOGY 210. (3)

QUANTITATIVE METHODS. An introduction to statistics and methodology employed in psychology and sociology. Both descriptive and inferential techniques are discussed, including non-parametric tests of significance and simple correlation. Fundamental dimensions of social research, structuring of the data-collection process, and forms of data collection are emphasized. Not open to seniors except with permission of the instructor. Prerequisite: Psychology 101. Offered: fall semester.

PSYCHOLOGY 211. (3)

RESEARCH METHODS. An introduction to the basic techniques, methods, and issues in psychological research, with particular emphasis on the experimental method. Topics to be addressed include design and planning of experiments, control of variables in research, behavioral measurement, subject selection, implementation of experiments, data analysis and evaluation, presentation of research results, and ethical issues in psychological research. Prerequisites: Psychology 101 and 210. Corequisite: Psychology 251. Offered: spring semester.

PSYCHOLOGY 251. (1)

LABORATORY PRINCIPLES IN PSYCHOLOGY. Laboratory exercises involving application of principles and methods of research in psychology. Corequisite: Psychology 211. Offered: spring semester.

PSYCHOLOGY 301. (3)

BEHAVIORAL NEUROSCIENCE. The role of the nervous system in the control of behavior. An examination of neurophysiology, neurochemistry, neuropharmacology, and neuroanatomy and their relation to motivation, learning and memory, cognition, and mental disorders. Prerequisite: Psychology 101 or Biology 110; recommended: Psychology 210 and 351. Offered: fall semester.

PSYCHOLOGY 303. (3)

COGNITIVE NEUROSCIENCE. Cognitive neuroscience examines the neural basis of higher mental functions, including brain systems supporting vision, object recognition, attention, memory, spatial functions, language, and decision-making. Major themes include mind/brain relationships, localization of function, and plasticity of the brain, in addition to behavioral measures of cognition used to study people with focal brain damage as well as neuroimaging studies of neurologically normal people. Cognitive neuroscience approaches to disorders such as autism, schizophrenia, and Alzheimer's disease are also explored. Prerequisite: Psychology 101 or Biology 110/151. Offered: spring semester of alternate years.

PSYCHOLOGY 304. (3)***PERSONALITY: THEORY AND MEASUREMENT.***

This course focuses on theoretical models and research methods relevant to the study of personality. Historical and modern approaches are examined, with an emphasis on evaluating theories in the context of relevant empirical evidence. Students are also exposed to common methods of personality assessment, and the processes behind scale development and validation. Prerequisite: Psychology 101. Offered: as staffing permits.

PSYCHOLOGY 306. (3)***SOCIAL PSYCHOLOGY.*** The analysis of social motivation, attitude formation and change, group structure and processes, interpersonal perception and attraction, and the psychological impact of the environment. Prerequisite: Psychology 101. Offered: fall semester.**PSYCHOLOGY 310. (3)*****INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY.*** Application of psychological principles to problems in business and industry, and to management. Addresses such topics as personnel selection and organizational theory. Prerequisite: Psychology 101. Offered: as staffing permits.**PSYCHOLOGY 312. (3)*****LEARNING.*** The theoretical and empirical study of the acquisition, modification, and retention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequisite: Psychology 101; recommended: Psychology 210, 211, and 251. Offered: spring semester.**PSYCHOLOGY 313. (3)*****SENSATION AND PERCEPTION.*** An examination of sensory systems and perceptual processes. The senses are considered in terms of their respective physical stimuli, receptor systems, neural structures, and psychophysical data. Topics in perception include attention, feature detection, depth perception, perceptual organization, and perceptual illusions. Prerequisite: Psychology 101. Offered: spring semester of alternate years.**PSYCHOLOGY 315. (3)*****DEVELOPMENTAL PSYCHOLOGY.*** Normal development of the human individual beginning with the prenatal period and with a special emphasis on childhood and adolescence. Developmental change and crises in middle life and old age are described in less detail. Prerequisite: Psychology 101; recommended: Psychology 210, 211, and 251. Offered: spring semester.**PSYCHOLOGY 319. (3)*****THE PSYCHOLOGY OF LAW.*** This course deals with the relationship between psychology and the legal process. Psychological abnormality and the criminal and civil law; the psychology of jury selection and deliberation; the validity of eyewitness testimony; the nature and treatment of criminal offenders; and the psychology of lawyering, negotiation, and conflict-resolution are among its concerns. Some attention is given to the psychological assumptions that underlie the common law and to the empirical investigation of their validity. Prerequisite: Psychology 101. Offered: fall semester of alternate years.**PSYCHOLOGY 320. (3)*****PSYCHOTHERAPY.*** A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisites: Psychology 204 or 304. Offered: spring semester of alternate years.**PSYCHOLOGY 351. (1)*****LABORATORY FOR BEHAVIORAL NEUROSCIENCE.*** Application of laboratory techniques in physiological research, including dissection, anesthesia, surgery, lesioning, behavioral testing, and histology. Corequisite: Psychology 301. Offered: fall semester.**PSYCHOLOGY 352. (1)*****LABORATORY FOR LEARNING.*** Applications of principles of classical and operant conditioning, observational learning, human learning, and memory in laboratory exercises and experiments. Corequisite: Psychology 312. Offered: spring semester.

PSYCHOLOGY 355. (1)**LABORATORY FOR DEVELOPMENTAL**

PSYCHOLOGY. Exercises utilizing various research methods involved in the study of developmental processes, such as observational techniques and cross-sectional and longitudinal studies. Corequisite: Psychology 315. Offered: spring semester.

PSYCHOLOGY 356. (1)**LABORATORY FOR SOCIAL PSYCHOLOGY.**

Application of research methods in the fields of social behavior and social cognition. Students conduct direct and conceptual replications of studies in areas including group dynamics, conformity, persuasion, information processing biases, attributional style, and stereotype use. Corequisite: Psychology 306. Offered: fall semester.

PSYCHOLOGY 401-402. (3-3)

SENIOR SEMINAR I-II. These two courses compose the capstone experience for senior majors in Psychology. In 401 each student works individually with a member of the Psychology faculty serving as a thesis advisor to select a topic for his senior thesis, conduct a thorough review of the professional literature on that topic, and develop a proposal for an empirical research study to examine the topic. Alternatively, a student may propose an internship experience in place of the empirical study. In 402 the student performs actual data collection as described in his research proposal (or completes the internship experience), writes a senior thesis based on that research, and gives a public oral presentation on the thesis. In addition to collecting data, students meet as a group to address current issues and trends in the field with presentations and discussions led by different members of the Psychology faculty. (Students who are on schedule to complete their course work in December still must take these courses in sequence: 401 must be taken in the fall semester and 402 in the spring semester of the last full academic year in which the student is taking courses at Hampden-Sydney.) Prerequisites: Psychology 101, 210, 211, two other Psychology elective courses, and senior standing. At least one 300-level laboratory course in Psychology is strongly recommended. Offered: 401 in the fall semester; 402 in the spring semester.

PSYCHOLOGY 403. (3)**HISTORY AND SYSTEMS OF PSYCHOLOGY.**

An exploration of the history of psychology from its philosophical antecedents through the major schools of structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis. Current issues which influence the research emphasis of current psychologists are discussed. The course is highly recommended for students who are planning on graduate study in psychology or related fields. Prerequisites: Psychology 101 and at least three courses at the 300-level; Psychology 304 and 312 are especially recommended. Open to seniors only. Offered: as staffing permits.

PSYCHOLOGY 410. (3)**PRACTICUM AND INTERNSHIP IN**

PSYCHOLOGY. Students gain hands-on experience in a work setting that applies the principles of psychology. Academic-year internships typically involve about 120 hours per semester at the internship site (one full day or two half-days per week) with supervision by a psychology professional. Summer internships may (and generally do) involve a more substantial time requirement. Prerequisite: status as a senior majoring in Psychology, or consent of the department. Offered: as staffing permits.

RELIGION

*Emeritus Professor Carney; Professors Hall, Utzinger;
Associate Professor Vogel*

Chair: Jeffrey A. Vogel

The requirements for a major in Religion are 31 hours in Religion courses, including at least one course at the 200-level or above in each of the four areas of study: world religions, Biblical studies, Christian theology and ethics, and American and historical studies. At least one course must be a 400-level seminar, ordinarily the seminar designated Religion 445, Colloquium.

Students must complete in sequence Religion 444 and Religion 445. Six hours in Philosophy courses are also recommended for students majoring in Religion; Philosophy 217, Greek 303, and Sociology 305 may be counted toward the required hours for the major.

The requirements for a minor in Religion are eighteen hours of courses in Religion. Only one introductory course (i.e. Religion 101, 102, or 103) may count toward the minor. The minor requires three additional courses at the 300-level or above, at least one of which must be a departmental seminar or the departmental colloquium (from Religion 405, 415, 425, 435, or 444 and 445). In addition to Religion courses, Philosophy 217 and Greek 303 may serve as electives toward the Religion minor.

INTRODUCTORY COURSES

RELIGION 101. (3)

INTRODUCTION TO RELIGION. A consideration of the nature of religion and the human religious quest. Students should gain an understanding of how religious communities and individuals interact with one another and their wider cultural milieu. Themes such as the role of experience, faith, theology, sacred texts, and ritual in the religious life of individuals and communities are considered. Prerequisite: none. Offered: each semester.

RELIGION 102. (3)

INTRODUCTION TO BIBLICAL STUDIES. An introductory study of ancient Jewish and early Christian literature (the Hebrew and Christian scriptures). Consideration is given to methods of interpretation, historical context and narrative, and literary form, as well as to principal themes and ideas. Prerequisite: none. Offered: each semester.

RELIGION 103. (3)

INTRODUCTION TO WORLD RELIGIONS.

An introduction to the origins, development, and current meaning of several spiritual traditions. The course is designed to show the diversity of religious traditions, as well as to indicate the common questions that the various traditions address. The course begins with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist, Muslim, and Native American are examined. Prerequisite: none. Offered: each semester.

COURSES IN WORLD RELIGIONS

RELIGION 201. (3)

JUDAISM. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none.

RELIGION 202. (3)

RELIGIONS OF SOUTH ASIA. A study of the religions of South Asia and the historical and cultural context in which they developed. Central to this study are modern Hinduism and its antecedents, as well as Jainism, Buddhism, Sikhism, and South Asian Islam. Special attention is paid to the role of religious traditions in contemporary South Asia. Prerequisite: none.

RELIGION 203. (3)

RELIGIONS OF EAST ASIA. A study of Confucianism, Taoism, Shinto, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none.

RELIGION 204. (3)

ISLAM. A study of the major elements of religious life and practice in the Islamic tradition: Allah, Qur'an, Prophet, worship, law, theology, mysticism. Special attention is paid to the influence of Islam on the development of European culture, the relation of Islam to the Jewish and Christian traditions, and the contemporary resurgence of Islam. Prerequisite: none.

RELIGION 303. (3)

RELIGIOUS PLURALISM. This course involves critical reflection on the meaning of religious pluralism in the contemporary world. This process of reflection includes clarification of the significance of "pluralism," its impact on asserting truth claims, and the possibility of one tradition's claim to absolute truth in relation to the truth claims of other traditions. In particular, the course addresses the model of interreligious dialogue as a strategy for living with truth claims and religious pluralism. Prerequisite: none, but Religion 103 or another course in world religions is recommended.

RELIGION 401. (3)

THE HOLOCAUST: CONTEMPORARY PERSPECTIVES ON MEANING. This seminar provides an integrative approach to studying the Holocaust. Through literature, film, drama, art, conversation with a Holocaust survivor, and a museum field trip, student participants explore a range of human responses—denial, guilt, rage, sorrow—and thereby attempt to assess the enduring meaning of the Holocaust for the human community. Limited to juniors and seniors. Prerequisite: none.

RELIGION 405. (3)

SEMINAR IN WORLD RELIGIONS. A seminar on a focused topic in world religions that prepares students for a significant exercise in research. Prerequisite: permission of the instructor.

COURSES IN BIBLICAL STUDIES**RELIGION 151-152. (3-3)**

TUTORIAL IN BIBLICAL HEBREW. Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on sufficient demand.

RELIGION 251. (3)

READINGS IN INTERMEDIATE HEBREW. Reading of selections from the Hebrew Bible and from the Dead Sea Scrolls with the goals of increasing speed and proficiency in the language, of beginning an appreciation of Hebrew poetry, and of gaining insight into the texts. Prerequisite: Hebrew 151-152, or their equivalent. Offered: on sufficient demand.

RELIGION 210. (3)

BIBLICAL ARCHAEOLOGY. A study of the goals and methods of archaeologists working in the Near East that enables the student to understand the peoples of the Near East, especially Palestine, in terms of their culture, artifacts, and history. This course seeks to provide the background—history, geography, and culture—within which the setting of the Bible can be understood. The course treats methods in archaeology, archaeological sites and the history of Palestine, and analysis of Biblical and non-Biblical texts. Prerequisite: none.

RELIGION 211. (3)

THE TORAH. A study of the Five Books of Moses: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Students consider passages which reflect the ancient life of monarchic and pre-monarchic Israel, but concentrate on discovering the exilic and post-exilic message of the books as they presently exist. Prerequisite: none.

RELIGION 212. (3)

THE HEBREW PROPHETS. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: none.

RELIGION 215. (3)

THE SYNOPTIC GOSPELS. A study of the presentation of Jesus in the Synoptic Gospels. Students also study other ancient portraits of Jesus to show how the Synoptic Gospels define the character and teaching of Jesus over against an astonishing breadth of possibility. Prerequisite: none.

RELIGION 218. (3)

THEOLOGY OF PAUL. A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather than from those of literary or biographical analysis. Some consideration is given to the interpreters of Paul—his influence on subsequent theologians such as Martin Luther, Karl Barth, and Reinhold Niebuhr. Prerequisite: none.

RELIGION 314. (3)

THE PROPHECY OF ISAIAH. After a brief review of divination in the ancient eastern Mediterranean world and of prophecy in Israel, the class studies the book of Isaiah in its historical contexts. Students also read later interpreters of this richly theological book. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 316. (3)

THE GOSPEL OF JOHN. Through careful reading of John and of ancient works that clarify John's imagery, the class attempts to understand this simple and profound Gospel. Students also read selections from interpreters, such as Origen, Augustine, Calvin, and Brown. Prerequisite: Religion 102, or permission of the instructor.

RELIGION 319. (3)

BIBLICAL INTERPRETATION IN PRACTICE. A careful study of a particular Biblical book and of issues in its interpretation. Students seek to understand the work with imagination and strive to tame that imagination by precision in observation and argument. Prerequisite: a 200-level Religion course in Biblical studies, or permission of the instructor.

RELIGION 415. (3)

SEMINAR IN BIBLICAL STUDIES. A seminar on a focused topic in Biblical studies that prepares students for a significant exercise in research. Prerequisite: permission of the instructor.

COURSES IN CHRISTIAN THEOLOGY AND ETHICS**RELIGION 221. (3)**

HISTORY OF CHRISTIAN THOUGHT I. A study of important Christian thinkers and the historical currents in which they worked from New Testament times to the Reformation. Readings include the work of several early Church Fathers and Medieval mystics as well as singularly important figures such as Augustine and Thomas Aquinas, with a view toward exploring the diversity of Christian experience, practice, and theology in the first fifteen hundred years of the Christian era. Prerequisite: none.

RELIGION 222. (3)

HISTORY OF CHRISTIAN THOUGHT II. A study of important Christian thinkers and the historical currents in which they worked from the Reformation to the present. Within the great diversity of this period, the course focuses upon the work of the Reformers (Luther, Calvin, the Anabaptists), the development of 18th and 19th century liberalism, and the subsequent reactions of thinkers such as Newman, Kierkegaard, Barth, and Balthasar. Prerequisite: none.

RELIGION 225. (3)

CHRISTIAN ETHICS. An exploration of Christian ethics emphasizing the role of Christian community and identity as fundamental to Christian ethical practice. An initial examination of the Biblical, theological, and historical bases for Christian ethics in the first part of the course leads to focused discussions of specific contemporary moral and social issues in the latter part of the semester. Prerequisite: none, but Religion 101 or 102 is recommended. Offered: spring semester.

RELIGION 321. (3)

REFORMATION THOUGHT. A study of the disintegration of medieval Catholicism, the rise of Protestant Christianity, and the development of Catholic reform in the sixteenth century. This course emphasizes the interaction between religious, theological, social, and political forces. Prerequisite: one course in religion (preferably Religion 221 or 222), or permission of the instructor.

RELIGION 323. (3)

THEOLOGY AND LITERATURE. A consideration of the usage of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis is on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes vary. Prerequisite: Religion 101 or 102, or permission of the instructor.

RELIGION 324. (3)

THE CROSS OF CHRIST: HISTORY AND INTERPRETATION. The death of Jesus has been a significant event for the faith of Christians since the time of the New Testament, believed by many to constitute the definitive act of God on behalf of humanity's salvation. Despite this, the collective witness varies widely on just what this death means for humanity, with some critics arguing that it should not be a central focus of the faith at all. This course considers the history of this event--insofar as it can be obtained from the earliest testimonies--and the many interpretations it has received by Christians and non-Christians alike. Key thinkers may include Athanasius, Anselm, Abelard, Luther, Nietzsche, Simone Weil, Rene Girard, Leonardo Boff and Jurgen Moltmann. Prerequisite: one religion course at the 100-level, or permission of the instructor.

RELIGION 327. (3)

STUDIES IN CHRISTIAN THEOLOGY. Intensive study of selected issues in contemporary Christian theology or Biblical studies. Prerequisite: Religion 221 or 222, or permission of the instructor.

RELIGION 328. (3)

WEALTH AND POVERTY IN THE CHRISTIAN TRADITION. This course explores questions of wealth, consumption, stewardship, poverty and work, using various traditions within Christianity. It further aims to use the resources of these traditions to examine current issues in this area, such as hunger and disease, international debt, the prosperity gospel and lending practices. It considers evidence from the Bible, as well as stances taken by the church and its critics throughout history. Typical authors include Clement of Alexandria, Chrysostom, Calvin, Weber, Rauschenbusch, John Schneider, Rand, Paul VI and Wendell Berry. Prerequisite: one religion course at the 100-level, or permission of the instructor.

RELIGION 329. (3)

CHRISTIAN ETHICS AND TECHNOLOGY. The extraordinary technological innovations of the last fifty years have affected nearly every aspect of daily life. As heavily discussed as these new technologies are, there has been little fundamental reflection on the ethical questions raised by the sweeping changes brought on by the technological revolution. This course explores and critiques the technological revolution from the broad standpoint of Christian ethics in order better to understand the social effects, both positive and negative, of the new technologies, and strives to begin to work out constructive ethical responses to those effects. Prerequisite: Religion 225, or permission of the instructor.

RELIGION 425. (3)

SEMINAR IN THEOLOGY AND ETHICS. A seminar on a focused topic in theology or ethics that prepares students for a significant exercise in research. Prerequisite: permission of the instructor.

COURSES IN AMERICAN AND HISTORICAL STUDIES**RELIGION 231. (3)**

RELIGION IN AMERICAN LIFE I. An historical survey of religion in American life and thought to 1870. Topics include the influence of Puritanism, the character of American religious freedom, slave religion, and the interaction between religion and social reform. Prerequisite: none.

RELIGION 232. (3)

RELIGION IN AMERICAN LIFE II. An historical survey of religion in American life and thought since 1870. Topics include American religious pluralism, immigrant religion, religious responses to social issues, and the character of modern American religious experience. Prerequisite: none.

RELIGION 245. (3)

PERSPECTIVES IN THE STUDY OF RELIGION. This course is a survey of the development of the discipline of religion from the 19th century to the present. By reading classical and current theorists, students are introduced to the methodology, theoretical debates, and approaches within the discipline of religion as they have historically developed. Students also consider how (and whether) one can academically define and investigate the phenomenon of "religion." Emphasis is on seminal figures in the discipline, including James Frazer, Emile Durkheim, Mary Douglas, Mircea Eliade, and Clifford Geertz, as well as their contemporary critics. Prerequisite: none.

RELIGION 334. (3)

RELIGION AND ETHNICITY IN AMERICA. An examination of the relationship between religious and ethnic identity in the context of American culture. Topics include theoretical approaches to religion and ethnicity, debates over the designation of "American," and consideration of how race, class, and gender affect ethno-religious identity. Prerequisite: one course in religion (preferably Religion 231 or 232), or permission of the instructor.

RELIGION 336. (3)

ALTERNATIVE RELIGIONS IN AMERICA. An historical study of new religious movements in the United States. Topics include theoretical approaches about the nature of religious movements, the difference between "alternative" and "mainstream" religion, and the contours of religious success and failure. Prerequisite: one course in religion (preferably Religion 231 or 232), or permission of the instructor.

RELIGION 338. (3)

CHRISTIAN APOCALYPTICISM. An examination of apocalyptic thinking from its Jewish and Christian origins to the present. Topics include theoretical approaches to the apocalyptic imagination, the interaction between official and popular religion, and the role of apocalyptic thinking in Christian thought. Prerequisite: one course in religion (preferably Religion 221 or 222), or permission of the instructor.

RELIGION 435. (3)

SEMINAR IN RELIGIOUS HISTORY. A seminar on a focused topic in American religion or religious history that prepares students for a significant exercise in research. Prerequisite: junior or senior status, or permission of the instructor.

PRE-THESIS SEMINAR AND COLLOQUIUM**RELIGION 444. (1)**

PRE-THESIS SEMINAR. This course is a seminar for majors and minors aimed at developing a research proposal for Religion 445. The seminar concentrates on development of a working research proposal for the departmental Colloquium, including a topic of study, guiding questions, a statement of methodology to be used, significant working and annotated bibliography, and a general plan for project completion. Students also present research in progress to their peers and consider the art and practice of scholarship. Students take this course the semester before Religion 445. Offered: every fall semester.

RELIGION 445. (3)

COLLOQUIUM. Under the direction of the Religion faculty, students propose and write a major research project. All senior Religion majors are expected to participate in this course in which all faculty members of the department play a role. Limited to Religion majors and to other qualified students with the permission of the instructor. Prerequisite: Religion 444.

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RHETORIC

Professors Davis, Deal, Deis^S, Frye^S, Hardy^L, K. Weese; Associate Professors Nowlin, Perry, Rand, Varholy; Senior Lecturers Cabas, Robbins, Schooling; Assistant Professor Horne; Visiting Assistant Professors Gruder-Poni, Kale, Nace

Director: Katherine J. Weese

The requirements for a minor in Rhetoric are 19 hours, including Rhetoric 102, 210, 301, and 310. Students must also complete two courses from the following group: Rhetoric 360, Rhetoric 370, and English 380. Finally, students must take Rhetoric 481 during the fall or spring semester of their senior year. Students completing the Rhetoric minor who elect also to complete the Creative Writing minor (see under English) are allowed a one course overlap (Rhetoric 301).

RHETORIC 100. (3)

INTRODUCTION TO GRAMMAR AND COMPOSITION. This course emphasizes basic sentence grammar-parts of speech, sentence types, sentence combining, and major errors in sentence construction-and the basic elements of composition-thesis development, paragraphing, and selection and organization of evidence. Students also develop vocabulary and reading skills. Prerequisite: consent of the Director of the Rhetoric Program.

RHETORIC 101-102. (3)

PRINCIPLES AND PRACTICE OF GOOD WRITING. In this course students learn and practice the skills they need to write well. The course emphasizes reading, clear thinking, composing, revising, and editing, and in the process prepares students for other courses that demand careful reading, thinking, and writing. The course also provides a foundation of skills necessary to pass the Rhetoric Proficiency Examination. Prerequisite: for Rhetoric 101, none; for Rhetoric 102, Rhetoric 101, or consent of the Director.

RHETORIC 200. (0)

PROFICIENCY TUTORIAL. (No credit-equal to a three-hour course.) This is a tutorial course designed for those students who have not passed the timed Rhetoric Proficiency Examination after three attempts or have completed the equivalent of six semesters of enrollment without passing the examination. During the semester students review the principles of sound argumentative prose under the tutelage of an instructor and write three essays. Receiving a grade of Satisfactory on the three essays constitutes a demonstration of proficiency in writing and so satisfies the College's Rhetoric Proficiency Examination requirement.

RHETORIC 210. (3)

PUBLIC SPEAKING. Students study the art of speaking in public. Students develop their abilities in the following areas: invention, arrangement, style, memory, and delivery. Emphasis is placed on learning the skills involved in speaking intelligibly, forcefully, and persuasively to an audience. During the course of the semester each student delivers four speeches. In addition, he critiques his own work and the work of his peers; he also analyzes several videotaped speeches from the "Great Speeches" series. He writes a mid-term examination that tests his knowledge of the principles of public speaking and his ability to analyze speeches. His final grade in the course reflects both his oral and his written work. Prerequisite: none.

RHETORIC 301. (3)

CREATIVE NONFICTION. This course is a workshop/seminar that helps students refine their writing skills. Students also read and analyze works of nonfiction prose in order to discover how one writes most effectively about complex issues and how writers develop a personal style and voice. Prerequisite: Rhetoric 102.

RHETORIC 310. (3)

ADVANCED PUBLIC SPEAKING. This course, which builds on the foundations students acquire in Rhetoric 210, develops advanced students' ability to create and support sound propositions of fact, value, and policy. Through a review of the five classical canons of oratory (invention, arrangement, style, memory, and delivery) and an examination of representative classical and contemporary speeches, students learn to support and refute claims; to analyze the rhetorical situation and tailor their message accordingly; to employ and evaluate scholarly evidence; to recognize and avoid fallacies in reasoning; to use appropriate, effective, coherent language; and to deliver arguments with conviction and eloquence. The presentation of an argument in a public forum is an integral component of the course. Prerequisite: Rhetoric 210.

RHETORIC 360. (3)

TOPICS IN RHETORICAL TRADITIONS. This course emphasizes the historical study of rhetorical principles and practices and examines the influence of particular historical periods, scholars/writers, or movements on the discourse of the time.

Prerequisite: Rhetoric 102.

RHETORIC 370. (3)

RHETORIC AND CULTURE. This course investigates the ways in which definitions of our identity (including definitions tied to class, gender, race and ethnicity, religion, and technology, among others) acquire cultural significance through written and oral expression. Prerequisite: Rhetoric 102.

RHETORIC 481. (1)

CAPSTONE FOR RHETORIC MINORS. This course is required for students seeking to complete a minor in Rhetoric; students must enroll in Rhetoric 481 during the fall or spring semester of their senior year. Students discuss argument and persuasion and attend and evaluate events sponsored by the Rhetoric program (or other departments or programs) that focus on the act of writing or speaking in the public square. During the semester, students demonstrate their own rhetorical skills by writing essays and by giving a speech in a public forum. This class enrolls only seniors who have declared a Rhetoric minor.

CORE CULTURES

*Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences
Lecturers Green, Worley*

Director: James F. Pontuso

The Core Cultures program consists of three courses, including both Western Culture 101 and 102 and either Global Cultures 103 or 104. The Western Culture sequence introduces all Hampden-Sydney students to the history and cultural achievements of western civilization, from its roots in the early civilizations of the Middle East to the present day. The course in Global Cultures expands on this through the comparison of cultures across global regions, tracing common experiences. Core Cultures courses are grounded in a consideration of both historical sequence and significant historical and cultural questions; they examine a variety of texts—literary, philosophic, theological, artistic—placed clearly in historical context. Ultimately, the courses aim to explore “the way we live now” through a consideration of both Western and global cultural legacies.

GLOBAL CULTURES

GLOBAL CULTURES 103. (3)

BEGINNING TO 1500 C.E. Introduces students to global processes across time. The course is thematically organized and contextually centered. It does not attempt to narrate a “history of the world;” rather, it compares hierachal structures, cultural frameworks, and regional and global networks from the beginning of human history to 1500. It emphasizes how contingency and human agency have shaped the global past, how civilizations are mutable “works in progress,” and how texts serve as examples of authors writing within specific historical contexts.

GLOBAL CULTURES 104. (3)

1500 C.E. TO PRESENT. Introduces students to global processes across time. The course is thematically organized and contextually centered. It does not attempt to narrate a “history of the world;” rather, it compares hierachal structures, cultural frameworks, and regional and global networks from 1500 to the present. It emphasizes how contingency and human agency have shaped the global past, how civilizations are mutable “works in progress,” and how texts serve as examples of authors writing within specific historical contexts.

WESTERN CULTURE

WESTERN CULTURE 101. (3)

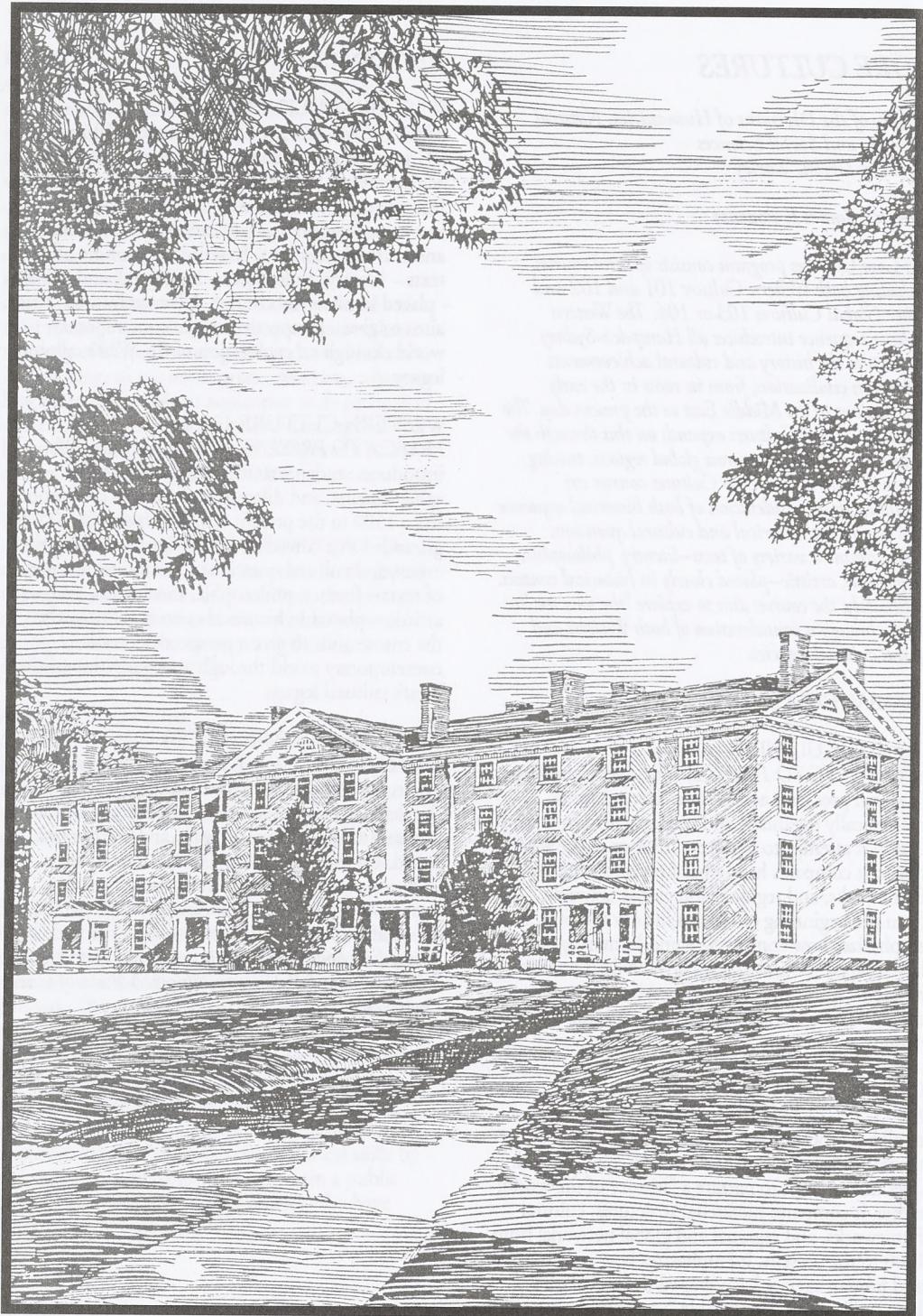
BEGINNING TO 1500 C.E. Western Culture 101 introduces students to the history, cultural achievements, and dilemmas of western civilization, from its roots to 1500. The course is grounded in a consideration of significant historical events and cultural questions. It examines a variety of texts – literary, philosophic, theological, and artistic – placed in historical context. Ultimately, the course aims to give a perspective on the contemporary world through an exploration of the West's cultural legacy.

WESTERN CULTURE 102. (3)

1500 C.E. TO PRESENT. Western Culture 102 introduces students to the history, cultural achievements, and dilemmas of western civilization, from 1500 to the present day. The course is grounded in a consideration of significant historical events and cultural questions. It examines a variety of texts – literary, philosophic, theological, and artistic – placed in historical context. Ultimately, the course aims to give a perspective on the contemporary world through an exploration of the West's cultural legacy.

WESTERN CULTURE 103. (3)

1800 C.E. TO PRESENT. Common topics and events are Romanticism, the Industrial Revolution, the democratization of the world, modern science and technology, the world wars, and the modern world. Common texts are Darwin, *The Origin of Species* (selections) or a modern account of evolution; Marx, *The Communist Manifesto*; Freud, *Civilization and Its Discontents* (selections); Achebe, *Things Fall Apart*; Martin Luther King, *Letter from a Birmingham Jail*; Virginia Woolf, *A Room of One's Own* (selections).



CUSHING HALL (1824-1833)

Admissions

As the nation's tenth oldest college, and the oldest for men, Hampden-Sydney offers solid reasons for students to attend: a complete undergraduate research library, well-trained and caring faculty members, successful job and graduate-school placement, superior facilities, advanced technological capabilities, internship and study-abroad opportunities, a competitive athletic program, and many social and extracurricular activities. On its safe, spacious campus, Hampden-Sydney also provides unequaled encouragement for students to rise to any level they choose. The rigorous academic program, based in the liberal arts and protected by a strong Honor Code, emphasizes analytical and communications skills to prepare students for just about any career. At the College men become leaders.

Young men considering Hampden-Sydney are sent numerous publications about the College. All enrolled students are sent a copy of this Academic Catalogue, the official publication of the College.

Decisions on admissions are made by the Admissions Committee of the Faculty and by the Admissions Office.

QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college-preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a laboratory course), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of mathematics are recommended. The records of successful applicants often include examples of impressive school and community extracurricular contributions in addition to their academic preparation.

Hampden-Sydney requires its applicants to submit the results they have achieved on the SAT, given by the College Entrance Examination Board, or the ACT, given by the American College Testing Program.

For further information on these tests,

candidates are encouraged to contact their secondary-school guidance department or visit the College Entrance Examination Board at www.collegeboard.org (the Board's code number for Hampden-Sydney College is 5291); or the American College Testing Program at www.act.org (the ACT code number for Hampden-Sydney College is 4356).

For the 2016 entering class, the middle 50% GPA was 3.1-3.9; the middle 50% of the total SAT (Critical Reading and Math only) was 1010-1230 (This would be the equivalent of 1090-1300 on the 2016 SAT.); the middle 50% of the ACT composite score was 21-28.

APPLICATION CREDENTIALS

For an application to Hampden-Sydney College to be considered complete, it must contain an Application for Admission, a transcript of high-school grades (and any previous college grades for transfer applicants), an essay, one teacher recommendation, and the results of the candidate's SAT or ACT test. A student may apply electronically at www.hsc.edu. Hampden-Sydney also accepts the Common Application in lieu of its own form and gives equal consideration to both.

Candidates wishing to support their applications with additional personal recommendations may do so up to a recommended maximum of three. The Faculty Admissions Committee, while finding recommendations helpful in the selection process, is not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Students conduct tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Admissions Office at (800) 755-0733. The Office is located in Graham Hall and is open

year-round from 8:30 a.m. to 5 p.m., Monday through Friday. Open House programs are held on selected Saturdays during the year, to which students receive an invitation. A guide, with complete instructions for visitors, is forwarded prior to all appointments if sufficient notice is given.

ADMISSIONS PLANS

Early Decision Plan

The Early Decision Plan is reserved for high-school seniors whose *first choice of college is Hampden-Sydney* and who, if accepted, *agree to enroll* at Hampden-Sydney College, provided their financial aid award is sufficient. You must file your Early Decision application by November 15 of your senior year; supporting documents should arrive as soon as possible after your application is submitted. (You may still apply to other colleges, but not under an Early Decision Plan.) Our decision letter is mailed to you 14 business days after your application file is complete. You must confirm your place in the class by submitting a non-refundable reservation deposit postmarked on or before January 15 and withdraw all applications to other colleges and make no further ones. If you are deferred, you receive thorough, unbiased consideration once further grades are received in your behalf.

Early Action Plans I and II

The Early Action Plans are reserved for high-school seniors whose applications are received by either December 15 (Early Action Plan I), or January 15 (Early Action Plan II). Supporting documents should be filed as soon as possible after your application is submitted.

Decision letters are mailed from the College 14 business days after your application is complete. You are expected to confirm your place in the incoming class by May 1.

Regular Decision Plan

Under the Regular Decision Plan, you should submit your application to the College as early as possible, but no later than Hampden-Sydney's application deadline of March 1. Supporting documents should be sent as soon as possible after your application is submitted.

Decision letters are mailed from the College 14 business days after your application is complete. If you are accepted, you are expected to confirm your place in the incoming class by May 1.

Early Admission Plan

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of high school to prepare for college. Under the Early Admission Plan, qualified candidates whose credentials are received by July 1 after their junior year receive an acceptance or deferral no later than July 31. Availability of space could be a determinant in the College's willingness to consider Early Admission candidates.

Candidates applying under the Early Admission Plan must have earned a high-school diploma or present official evidence in writing that a diploma will be forthcoming upon the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

If Early Admission candidates elect to take the college admission tests, they must do so by May of their junior year. Although they must file their applications by July 1, the final date for submission of transcripts, letters of recommendation, and scores is July 15. Candidates must visit Hampden-Sydney for an interview.

Applicants accepted under this plan must send their reservation deposits within three weeks after acceptance. This deposit is not refundable.

FINANCIAL AID

Applicants wishing to be considered for financial aid (federal grants, College grants and scholarships, loans and work-study awards) should complete the Free Application for Federal Student Aid (FAFSA; code number 003713). The FAFSA will be available on October 1, 2016 and should be completed no later than March 1, 2017. Students may complete the FAFSA via the Internet at www.hsc.edu/Financial-Aid.html.

It should be noted that Hampden-Sydney has been able to provide a high percentage of indicated need for our applicants for admission.

TRANSFER STUDENTS

Transfer Students must complete at least four semesters of full-time study (or the equivalent) at Hampden-Sydney to satisfy degree requirements. They may enter in either the fall or the spring semester.

Besides the required high-school credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a letter of recommendation from a dean or other

SUMMARY OF ADMISSION PLAN REQUIREMENTS

<i>Nature of plan:</i>	<i>Early Decision (Hampden-Sydney is first choice)</i>	<i>Early Action I and II</i>	<i>Regular Decision</i>	<i>Early Admission (after three years of secondary school)</i>
<i>Application and fee due:</i>	<i>Postmarked on or before November 15 of senior year</i>	<i>I. Postmarked on or before December 15 of senior year II. Postmarked on or before January 15 of senior year</i>	<i>Postmarked on or before March 1 of senior year*</i>	<i>Postmarked on or before July 1 after junior year</i>
<i>Other credentials due:</i>	<i>As soon as possible after application is submitted</i>	<i>As soon as possible after application is submitted</i>	<i>As soon as possible after application is submitted</i>	<i>By July 15 after junior year</i>
<i>SAT or ACT tests taken:</i>	<i>Before November of senior year</i>	<i>Before January of senior year</i>	<i>Before February of senior year</i>	<i>Before May of junior year</i>
<i>Notification of decision sent to applicant:</i>	<i>14 Business days after file is complete</i>	<i>14 Business days after file is complete</i>	<i>14 Business days after file is complete</i>	<i>By July 31 after junior year</i>
<i>Reservation deposit due:</i>	<i>Postmarked on or before January 15</i>	<i>Postmarked on or before May 1</i>	<i>Postmarked on or before May 1</i>	<i>Within three weeks</i>

*Freshman candidates considering applying after March 1 should contact the Admissions Office to determine the availability of space.

appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success at Hampden-Sydney, the Admissions Committee also considers the high-school record and test scores. Personal interviews are strongly encouraged.

Qualified transfer students desiring to enter in the fall semester should apply by July 1. Those interested in second-semester admission should apply by December 1.

Hampden-Sydney normally offers junior-year standing to students holding an A.A. degree in liberal-arts subject matter from an accredited community or junior college. A 3.0 (B) or higher grade-point average is usually required for automatic junior-year standing. Up to, but not exceeding, 60 credit hours may be given for course work similar to that offered by Hampden-Sydney for students applying under this category.

A student from another institution must have earned a grade of "C" or better in all courses which he presents for transfer. Credit is normally awarded only for those courses equivalent to

courses offered at Hampden-Sydney College.

A transfer student must meet all of Hampden-Sydney's proficiency and distribution requirements, either as a result of his previous college work or after matriculation at Hampden-Sydney. The Registrar will review a student's transcript and advise him concerning transfer credits and the College's requirements.

The College normally denies admission to a transfer applicant if he is ineligible to return to the college from which he wishes to transfer, or if his previous college work fails to show promise of success at Hampden-Sydney.

Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the Rhetoric Proficiency Examination at the beginning of their first semester of residence.

DUAL ENROLLMENT

Dual enrollment credits for students earning college credits while enrolled in high school are handled like transfer credits (please see previous section). It is the student's responsibility to see

that an official transcript from the community college listing the dual enrolled courses is sent to the Admissions Office at Hampden-Sydney before the student enrolls, so that appropriate dual enrollment credit can be awarded.

ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive up to eight hours of academic credit and exemption from corresponding core requirements. Exemptions from requirements for the academic major are determined by the appropriate department (see chart). A student who chooses to take a course for which he has been granted advanced placement will not receive additional credit. It is the student's responsibility to see that official AP score reports are sent to the Registrar's Office at Hampden-Sydney before the student enrolls, so that appropriate AP credit can be awarded.

INTERNATIONAL STUDENTS

Hampden-Sydney is committed to the recruitment of international students. Special application forms are available from the Admissions Office for:

- non-U.S. citizens living abroad;
- non-resident aliens temporarily living in the United States;
- permanent residents of the United States (unless their last two years of education were completed in the U.S.);
- U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by February 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary-school program offered in their country. All applicants who speak or write English as a second language are required to take the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System). Test results should be sent to Hampden-Sydney.

Information concerning the TOEFL and the IELTS can be found at www.ets.org and www.ielts.org, respectively.

INTERNATIONAL BACCALAUREATE

A student who achieves a score of six or seven on a Higher Level International Baccalaureate Examination will receive three to six hours of academic credit and/or exemption from the corresponding core requirements. Decisions regarding credit are made by the department concerned on an individual basis. A student who chooses to take a course for which he has been granted international baccalaureate credit will not receive additional credit.

TRANSPORTATION TO THE CAMPUS

Prospective students arriving by mass transit in two metropolitan centers serving Hampden-Sydney (Lynchburg and Richmond) can make arrangements through the Admissions Office for personalized transportation to the College. A student must call the Admissions Office (800) 755-0733, at least two weeks in advance of his visit, with information on where and when he will be arriving. The charge for each trip is \$50.00 (round trips would, therefore, be double). Payment to the driver takes place at the time of the trip.

MEDICAL INFORMATION

The College does not require medical information prior to admission; however, following his acceptance each student must complete a medical questionnaire and physical examination form. That form must be returned to the Student Health Center before matriculation.

FURTHER INFORMATION

Any questions concerning admission to the College should be directed to:

Office of Admissions
P.O. Box 667
Hampden-Sydney, VA 23943

(800) 755-0733 or (434) 223-6120
FAX (434) 223-6346
E-mail: admissions@hsc.edu
www.hsc.edu

ADVANCED PLACEMENT AND CREDIT BY DEPARTMENT

<i>AP Test</i>	<i>Credits</i>	<i>H-SC Equivalent</i>	<i>Core Requirement</i>
Art 2D Design	3	Visual Arts 220	Fine Arts
Art History	6	Visual Arts 201/202	Fine Arts and Elective
Biology	4	Biology 110/151	Natural Science, with Lab
Calculus AB	4	Mathematics 141	Mathematics
Calculus BC	8	Mathematics 141/142	Mathematics and II.C
Chemistry	4	Chemistry 110/151	Natural Science, with Lab
Chinese Language and Culture	6	Chinese Elective	Foreign Language
Computer Science A	4	Comp. Science 261	II.C
Economics (Macro)	3	Economics Elective	Elective
Economics (Micro)	3	Economics 101	Social Science
English Language and Composition	3	Rhetoric 101	Rhetoric 101
English Literature and Composition	3	English Elective	Literature
Environmental Science	3	Biology 108	Natural Science or II.C
European History	6	History 101/102	2 Electives
French Language	6	French 201/202	Foreign Language
German Language	6	German 201/202	Foreign Language
Government and Politics (Comparative)	3	Government and Foreign Affairs 140	Social Science
Government and Politics (United States)	3	Government and Foreign Affairs 101	Social Science or 1 American Studies
Human Geography	3	Government and Foreign Affairs Elective	Elective
Italian Language and Culture	6	Italian Elective	Foreign Language
Japanese Language and Culture	6	Japanese Elective	Foreign Language
Latin (Vergil)	6	Latin 201/202	Foreign Language
Music Theory	6	Music 221/321	Fine Arts
Physics 1	3	Physics Elective	Natural Science or II.C
Physics 2	3	Physics Elective	Natural Science or II.C
Physics C (Mechanics)	4	Physics 131/151	Natural Science, with Lab
Physics C (Electricity and Magnetism)	4	Physics 132/152	Natural Science, with Lab or II.C
Psychology	3	Psychology 102	Social Science
Spanish Language	6	Spanish 201/202	Foreign Language
Spanish Literature	6	Spanish 201/202	Foreign Language
Statistics	4	Math 121	Mathematics
Studio Arts: Drawing	3	Visual Arts 221	Fine Arts
U.S. History	6	History 111/112	1 American Studies and Elective
World History	6	History Elective	Elective

Expenses and Financial Aid

FIXED EXPENSES 2016-2017

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 3/4 of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from alumni, friends, and foundations.

Expenses and costs listed below are composed of certain fixed fees payable to the College.

Tuition.....	\$41,516
Student Activities Fee.....	416
Room Rent - Double Occupancy	5,878
Room Rent - Single Occupancy.....	8,066
Board (required of most students; see exceptions below under Board):	
Unlimited meal plan (mandatory for freshmen, available to all others)	7,408
15 meal plan (available to sophs., jrs., srs., and off-campus students)	7,064
5 meal plan (available to off-campus students)	2,094
Technology Fee:	
(single room)	1,528
(double room)	1,030
(off campus)	612
Health and Wellness Fee.....	436
Special Fees:	
Course Overload, per credit hour (over 19)	1,300
Part-time and Special Students, per credit hour (fewer than 12)	1,300
Reissue of Student I. D.	20
Late Enrollment	56
Graduation Fee.....	500
Late Payment Fee	125
Parking Permit/Registration Fee	270
Orientation Fee	436
Study Abroad Fee (per semester)	1,144
Cooperative Programs Fee (per semester) ...	1,144

The College reserves the right to make changes to tuition and fees without prior notice.

EXPLANATION OF FEES

Tuition covers the cost of education, materials required in laboratory courses, admission to athletic events held on the campus (except NCAA Tournament events), student publications, and other activities. It does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

The Student Activities Fee provides support to student activities and organizations. These funds are distributed to the Student Finance Board and College Activities Committee. This fee is charged 50% for each semester and is non-refundable.

Room Rent in College housing covers cost of occupancy and utilities. Each student is responsible to the College for the condition of his room and is expected to report any damage to College property to the Associate Dean of Students. The student must pay the costs of repairs or replacement and, depending on the circumstances, may suffer disciplinary action.

Board. All students-except day students, those residing off campus, those residing in private homes on campus, and married students living with their spouses-are required to board in the Commons. If a student has a serious medical problem relating to diet, he may request that the College waive the boarding requirement. He must submit a specific diet recommended by his physician to the Dean of Students, who will consult with the food service manager. If the food service manager cannot reasonably meet the dietary requirements, the Dean of Students may waive the board requirement if the student can meet his dietary needs in an otherwise satisfactory manner.

The **Technology Fee** provides state-of-the-art Microsoft Office and operating system upgrades, anti-virus software, computer helpdesk, computer repairs, cable television, FM radio, wireless and data connections. This fee is charged 50% for each semester and is non-refundable.

The **Health and Wellness Fee** supports medical, counseling, and education services provided by the Wellness Center.

Course Overload. Students who by special permission of the Executive Committee of the Faculty are taking more than 19 hours of course work in a given semester must pay an overload fee for credit hours above 19.

Part-time (fewer than 12 hours) and Special Students (normally no more than 7 hours) pay a per-credit-hour fee for courses taken at the College. See the descriptions in the Academic Program section. Students carrying at least 12 hours each semester are considered full-time.

The **Late Enrollment Fee** is assessed when a student fails to matriculate on the day scheduled. This fee may be excused by the Registrar if the reason for late matriculation is beyond the student's control and the student has contacted the Registrar's Office about this matter before the end of the day on which matriculation is being held.

The Graduation Fee is payable by January 1 of the senior year to cover the cost of the diploma and cap and gown for Commencement functions.

The Late Payment Fee is assessed if an account is not paid by the due date. (See below under Payment of Fees.)

Study Abroad Fee. All students going abroad are assessed a fee for mandatory health insurance and an administrative fee per semester.

Cooperative Programs Fee. All students participating in these programs are assessed an administrative fee per semester.

PAYMENT OF FEES

Fifty percent of all charges is payable by August 1; the balance (50%) is due by January 1. If an account is not paid by the due date, a late payment fee is assessed. The College regards the student's account as delinquent unless arrangements satisfactory to the Vice President for Business Affairs and Finance have previously been made. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issuance of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Business Affairs and Finance. However, such deferment involves interest charges on the balance outstanding.

Fees are billed electronically and can be viewed and paid by accessing the student's TigerWeb account. The College no longer mails paper bills. A student may designate others as an "Authorized Payer" which allows them to also view and pay the student's fees. Payment may be made online by credit card or ACH (e-check). Checks can be made payable to Hampden-Sydney College and mailed to the Business Office, P.O. Box 127, Hampden-Sydney, VA 23943; (434) 223-6216.

RETURN OF FEES

Hampden-Sydney College complies with all federal regulations governing recipients of federal Title IV funds. Specific information regarding College refund policies is available in the Office of Financial Aid. Where federal regulations do not supersede, the following institutional policies apply:

For voluntary withdrawals before matriculation, written notice must be presented to the Vice President for Business Affairs and Finance by the matriculation date. If written notice is received by the deadline, the tuition, fees, room rent, and board paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid

programs) will be refunded, less the \$300 advance deposit required of all newly-accepted students.

For voluntary withdrawals after matriculation but before the first day of classes, 100% of tuition, room rent, and student activities and technology fees paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs), will be refunded to those who deliver written notification of their withdrawal to the Vice President for Business Affairs and Finance or the Dean of Students during the period between the date of matriculation and the first day of classes. The following fees will not be refunded: \$300 advance deposit required of all newly-accepted students, the Orientation fee, and prorated board fees.

For voluntary withdrawals during or after the first day of classes and up to and including the seventh calendar day after the first day of classes, a refund of 80% of the tuition paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs), less the \$300 advance deposit required of all newly-accepted students, will be made. During the period from the eighth calendar day after the first day of classes up to and including the twenty-eighth calendar day after the first day of classes, a refund of 40% of the tuition paid by the student or for the student's account from private resources will be made. After that date no refund of tuition will be made except for medical reasons as noted below. The date of withdrawal shall be the date on which written notice is delivered to the Vice President for Business Affairs and Finance or the Dean of Students.

A pro-rata refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of the semester.

During or after the first day of classes, there is no refund of room rent, activities fee, or technology fee. There is no refund of the tuition, room rent, or board for students who are suspended or expelled for disciplinary reasons.

For students whose withdrawal is certified as necessary by the College physician, a pro-rata refund of the tuition will be made until the middle of the semester.

SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and loan funds and federal and state grants and loan funds are made in equal amounts each semester.

OBLIGATIONS OF GRADUATING SENIORS
A graduating senior who has any outstanding financial obligations to the College (unpaid fees, disciplinary or library fine, lost library-book charge, etc.), or who has not completed his required Perkins, Stafford, Booker-Stebbins, or Teaching Loan exit counseling with the Financial Aid and Business Offices, may not receive his diploma at Commencement. He will be allowed to march in the Commencement exercises, but the diploma may be held in the Business Office until all obligations have been met. Transcripts will also be held until obligations have been met.

Seniors are reminded of this policy well in advance of Commencement. In addition, approximately two weeks before Commencement seniors with outstanding obligations are sent a notice specifying any obligations to be met; preparation of the notice is coordinated by the Business Office, in cooperation with other offices of the College.

It is the responsibility of each senior to make sure that all obligations are met in a timely manner. The deadline for payment of financial obligations is the close of business on the Friday preceding Commencement.

HEALTH INSURANCE

All students must have primary health insurance coverage. Students must check their present policy to ensure that they are covered currently and that coverage will continue concurrently with their attendance at Hampden-Sydney College. Students are responsible for all medical expenses except for those services received at the Student Health Center without charge.

Please note that no student may participate in any intercollegiate athletic program until valid and collectible primary health and accident insurance is verified. Proof of adequate insurance coverage must be provided by all students prior to participation on any intercollegiate team. This primary health and accident policy must remain in force during the entire period the student is participating in intercollegiate sports activities. Lapse of coverage will disallow participation in intercollegiate sports until the policy has been reinstated. Hampden-Sydney College does carry a supplemental, standard accident insurance policy for its intercollegiate athletes. However, please note that this supplemental accident policy is for accidents only, not illnesses or aggravated or other injuries which are not a direct result of an accident. For additional information concerning this coverage, contact the

Head Athletic Trainer at (434) 223-6257. For the benefit of students who participate in approved intramural and club sports, the College provides Catastrophic Injury Insurance.

INSURANCE ON PERSONAL VEHICLES USED FOR COLLEGE BUSINESS

Students operating their personal vehicle or a borrowed vehicle while traveling on College business have primary insurance coverage under that vehicle's insurance policy. Only when a student drives a College-owned vehicle or a College-leased vehicle is coverage provided under the College's insurance. College insurance provides coverage for damages to the College's vehicle, a College-leased vehicle, and any other vehicles or property, should the student be held responsible for such damages.

Students planning to travel for the College should take into account these insurance provisions. Any questions regarding the vehicle insurance policy should be directed to the Controller in Cabell House.

INSURANCE ON PERSONAL POSSESSIONS

College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents, guardians, or students are urged to consider a floater on their insurance policy to cover such possessions.

FINANCIAL AID

Hampden-Sydney College offers financial aid to students who can make the most of the education that the College offers. Academic achievement and promise, as well as financial need, are considered in the initial award of College funds. Similarly, financial aid for returning students is based upon both academic performance and demonstrated need.

Entering students who wish to be considered for financial aid (federal grants, College grants and scholarships, loans and work-study awards) should complete the Free Application for Federal Student Aid (FAFSA; code number 003713). The FAFSA will be available on October 1, 2016 and should be completed no later than March 1, 2017. Students may complete the FAFSA via the Internet at www.hsc.edu/Financial-Aid.html.

Returning students who want to be considered for any form of financial aid (federal grants, College grants and scholarships, loans and work-study awards) should complete the FAFSA no later than May 15. The FAFSA can be completed via the

Internet at www.hsc.edu/Financial-Aid.html.

Financial aid awards are reviewed at the end of each semester and may be withdrawn if a recipient's citizenship or academic work does not meet the standards of the College. College-sponsored grants and scholarships are limited to eight semesters and require full-time enrollment. Federal financial aid is also limited to eight semesters. Financial aid recipients must maintain minimum satisfactory academic progress, which is defined by Hampden-Sydney College as earning a minimum of 24 hours per academic year. In addition, students who have completed at least four semesters (or equivalent) of enrollment must have at least a 2.0 cumulative GPA. Students who fail to maintain the required minimum standards lose eligibility for all federal programs, including federal student and parent loans, and College funds. Students who lose financial aid eligibility by failing to maintain the aforementioned minimum academic standards may request reinstatement of eligibility by submitting a written appeal to the Satisfactory Academic Progress Committee in care of the Director of Financial Aid (Box 726). (The Committee does not routinely reinstate eligibility, but may do so when significant extenuating circumstances have prevented a student from meeting the required standards.) Academic scholarships have additional eligibility requirements. The complete Satisfactory Academic Progress policy can be found at www.hsc.edu/Financial-Aid/Academic-Progress.html.

Detailed information regarding financial aid policy is available from the Office of Financial Aid at (434) 223-6119 or by e-mail at hfsnaid@hsc.edu.

ACADEMIC AND LEADERSHIP AWARDS

In addition to the need-based financial aid program, Hampden-Sydney offers several scholarships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement. All applicants for admission to the College are automatically considered for these scholarships. Additional information is available from the Office of Admissions.

ACADEMIC SCHOLARSHIPS

Candidates who meet the listed standards will be considered for these scholarships. If a candidate qualifies for more than one of these scholarships, he will be given the award which carries the highest recognition.

Madison Scholarship: Full tuition, fees, room, and board for four years; funding for a

tablet and summer internship or study abroad opportunity. Awarded to the top candidate in the entering class, as determined by academic and extracurricular talents. Five candidates from among accepted students will be invited to the campus for interviews by the Madison Selection Committee.

Allan Scholarship: \$120,000 grant (\$30,000/year). For candidates with an SAT score of 1450 (ACT 32) or better and a 4.0+ grade point-average.

Venable Scholarship: \$100,000 grant (\$25,000/year). For candidates with an SAT score of 1400 (ACT 30) or better and a 4.0 grade-point average.

Patrick Henry Scholarship: \$84,000 grant (\$21,000/year). For candidates with an SAT score of 1300 (ACT 28) or better and a 3.8 grade-point average.

President's Scholarship: \$72,000 grant (\$18,000/year). For candidates who have either a grade-point average of 3.5 or better and at least 1150 on the SAT (or 24 composite on the ACT), or at least 1250 on the SAT (27 composite on the ACT) and strong performance in a college-preparatory curriculum.

Dean's Scholarship: \$48,000 grant (\$12,000/year). For candidates who have either a grade-point average of 3.3 or better and at least 1100 on the SAT (or 23 composite on the ACT), or at least 1200 on the SAT (25 composite on the ACT) and strong performance in a college-preparatory curriculum.

Alumni Scholarship: \$20,000 grant (\$5,000/year). For candidates who show strong academic performance and who, in the opinion of Hampden-Sydney College, have exhibited outstanding leadership in their school or community through involvement in clubs, organizations, publications, Scouting, church activities, or volunteer work.

All grade-point averages stated in these scholarships are cumulative from the 9th grade through the first semester of the 12th grade. All SAT scores include the evidence-based Reading & Writing and Math section scores. Grant awards, unlike loans, do not have to be repaid. Additional funding beyond these awards is possible through our regular financial aid program, based on a student's financial need as determined by the Free Application for Federal Student Aid (FAFSA). The FAFSA application must be filed annually by the College's priority deadline.

These awards are renewable annually, provided the student continues to meet the scholarship requirements.

CITIZEN-LEADER SCHOLARSHIPS

Boys State Participant Scholarship. Hampden-Sydney's founding mission "to form good men and good citizens" is in practice today to enrich the personal and civic lives of our students. The College has had great success in preparing young men for leadership positions with professional, civic, fraternal, religious, and political institutions and associations. Beginning with freshmen entering in 2012, any accepted applicant who has participated in Boys State will receive this \$5,000 scholarship.

Eagle Scout Scholarship. Developing responsible citizenship, character, and self-reliance, Hampden-Sydney College embraces the values also shared by Scouting. Beginning with freshmen entering in 2012, any accepted Eagle Scout who attends Hampden-Sydney College will receive this \$5,000 scholarship.

Student Government President Scholarship.

For over 235 years, Hampden-Sydney College has attracted men with the desire and talent to develop their leadership skills. The graduates of Hampden-Sydney have both the preparation and the conviction to serve in leadership positions in our state, nation, and world. Beginning with freshmen entering in 2012, any accepted applicant who is the President of the Student Government at his high school will receive this \$5,000 scholarship.

A student may receive *only one* Citizen-Leader Scholarship of \$5,000. Additional funding beyond that scholarship is possible through our academic scholarships and need-based programs, as determined by the FAFSA.

VIRGINIA TUITION ASSISTANCE PROGRAM

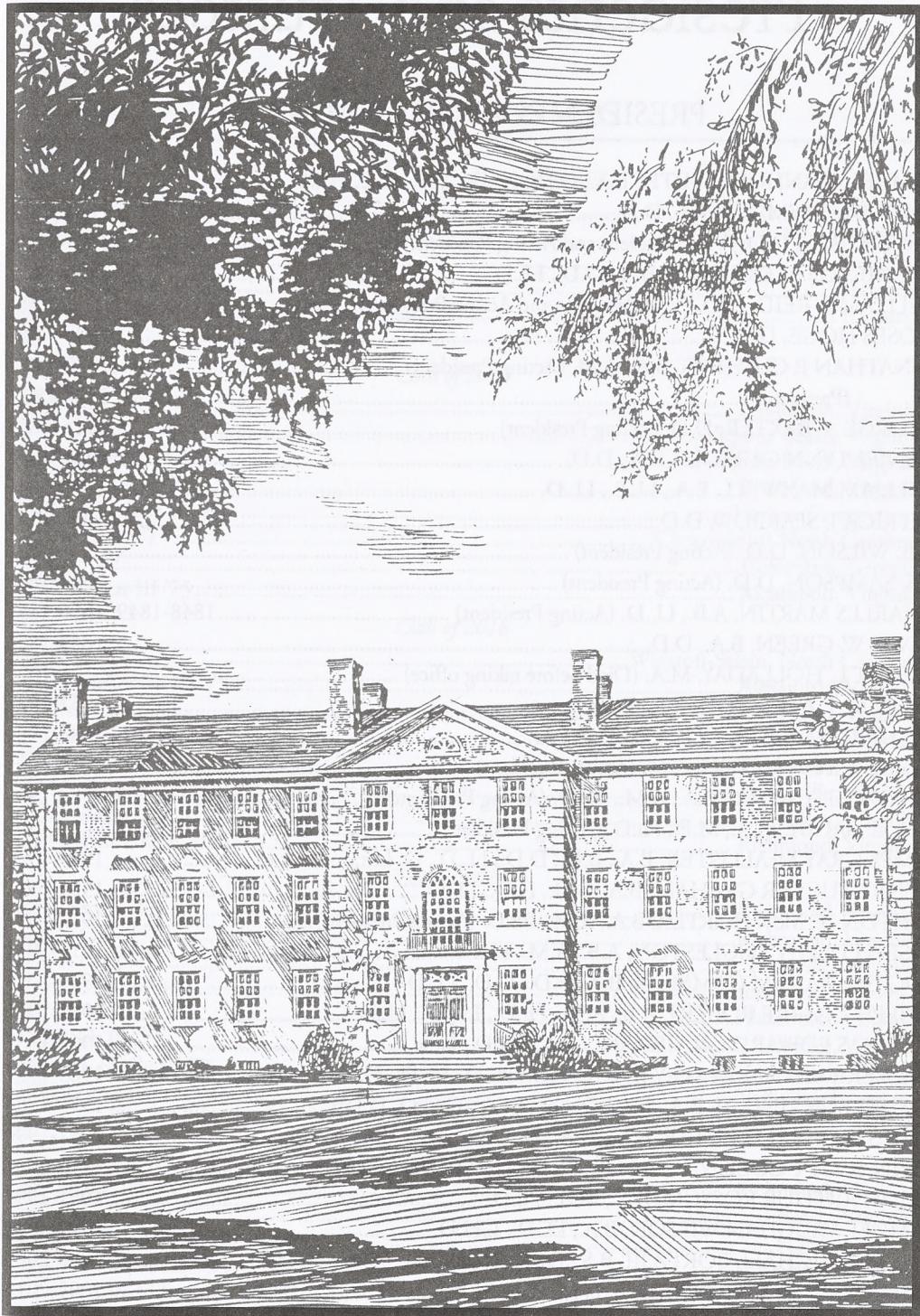
Virginia residents attending the College for the first time must also complete a separate application for the Virginia Tuition Assistance Grant (TAG) program. TAG, based on residency, not need, is available to *bona fide* residents of Virginia who attend an eligible private college or university in the Commonwealth. Instructions on how to obtain the application are sent to each accepted Virginia freshman applicant with his financial aid award letter. Completed TAG applications must be returned to the Office of Financial Aid by July 31. Returning students who received a TAG award the year before do not need to reapply for the grant in subsequent years.

ARMY ROTC SCHOLARSHIPS

The Army ROTC program offers two-, three-, and four-year scholarships and other financial incentives to those individuals seeking leadership training and experience. Participants who successfully complete this course are commissioned 2nd Lieutenants in the United States Army, Army Reserve, or National Guard. These scholarships are merit based and not awarded on financial need or family income. Applicants accepting a scholarship must attend classes at Longwood University, a partnership school with the University of Richmond ROTC program.

If awarded an ROTC scholarship, an applicant receives full tuition per year for each year of the scholarship. In addition, the scholarship awards an annual allotment of \$1,200 for textbooks and supplies plus a tax-free monthly stipend in the amount of \$300 for freshmen, \$350 for sophomores, \$450 for juniors, and \$500 for seniors.

For more information, contact the Department of Military Science at the University of Richmond at 804-287-6066, the resident military instructor at Longwood University at 434-395-2136, or LTC Rucker Snead (USA, Ret) at the Wilson Center at (434) 223-7077 or rsnead@hsc.edu.



MORTON HALL (1936)

Presidents and Trustees

PRESIDENTS OF THE COLLEGE

SAMUEL STANHOPE SMITH, B.A., D.D., LL.D.....	1775-1779
JOHN BLAIR SMITH, B.A., D.D.	1779-1789
DRURY LACY, D.D. (Vice President and Acting President)	1789-1797
ARCHIBALD ALEXANDER, B.A., D.D., LL.D.	1797-1806
WILLIAM S. REID, D.D. (Vice President and Acting President)	1807
MOSES HOGE, D.D.....	1807-1820
JONATHAN P. CUSHING, B.A., A.M. (Acting President)	1820-1821
(President).....	1821-1835
GEORGE A. BAXTER, D.D. (Acting President)	1835
DANIEL LYNN CARROLL, B.A., D.D.....	1835-1838
WILLIAM MAXWELL, B.A., LL.B., LL.D.	1838-1845
PATRICK J. SPARROW, D.D.....	1845-1847
S. B. WILSON, D.D. (Acting President)	1847
F. S. SAMPSON, D.D. (Acting President)	1847-1848
CHARLES MARTIN, A.B., LL.D. (Acting President)	1848-1849, 1856-1857
LEWIS W. GREEN, B.A., D.D.....	1849-1856
ALBERT L. HOLLADAY, M.A. (Died before taking office)	1856
JOHN M. P. ATKINSON, B.A., D.D.....	1857-1883
RICHARD McILWAINE, B.A., D.D., LL.D.	1883-1904
JAMES R. THORNTON, A.M. (Acting President)	1904
W. H. WHITING, JR., B.A., A.M., LL.D. (Acting President)	1904-1905, 1908-1909
J. H. C. BAGBY, M.A., M.E., Ph.D. (Acting President)	1905
JAMES GRAY McALLISTER, B.A., B.D., D.D., LL.D., D. Litt.....	1905-1908
HENRY TUCKER GRAHAM, B.A., B.D., D.D., LL.D.....	1909-1917
ASHTON W. McWHORTER, B.A., A.M., Ph.D. (Acting President)	1917-1919
JOSEPH DuPUY EGGLESTON, A.B., A.M., LL.D.....	1919-1939
EDGAR GRAHAM GAMMON, B.A., B.D., D.D., LL.D.	1939-1955
JOSEPH CLARKE ROBERT, A.B., A.M., Ph.D., Litt.D., LL.D.....	1955-1960
THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc.	1960-1963
WALTER TAYLOR REVELEY II, B.A., B.D., Ph.D., LL.D., D.Litt.....	1963-1977
JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.), D.Litt.....	1977-1987
JAMES RICHARD LEUTZE, B.A., M.A., Ph.D.....	1987-1990
JOHN SCOTT COLLEY, B.A., M.A., Ph.D., Litt.D. (Provost and Acting President)	1990-1991
RALPH ARTHUR ROSSUM, B.A., M.A., Ph.D.	1991-1992
SAMUEL VAUGHAN WILSON, B.A., LL.D., L.H.D.	1992-2000
WALTER MICHAEL BORTZ III, B.S., Ed.D., LL.D.....	2000-2009
CHRISTOPHER B. HOWARD, B.S., M. B.A., M.Phil., D. Phil.....	2009-2015
DENNIS G. STEVENS, A.B., Ph.D. (Acting President).....	2016
JOHN LAWRENCE STIMPERT, B.A., M.B.A., Ph.D.	2016-

BOARD OF TRUSTEES

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Eugene W. Hickok, Jr. '72	Secretary
Bartow Morgan, Jr. '94	Treasurer

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John L. Gibson III '82	Virginia Beach, Virginia
Eugene W. Hickok, Jr. '72	Richmond, Virginia
John G. Macfarlane III '76	Darien, Connecticut
Gordon C. Nash '71	Chocowinity, North Carolina
Jon A. Pace '82.....	Columbus, Georgia
James C. Wheat III '75	Richmond, Virginia

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Jon M. Daly '78.....	Winston-Salem, North Carolina
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John Hillen	McLean, Virginia
Charles V. McPhillips '82	Norfolk, Virginia
Bartow Morgan, Jr. '94	Lawrenceville, Georgia
William L. Pannill '77	Martinsville, Virginia
David W. Shelor '72	Salem, Virginia
Anne M. Whittemore	Richmond, Virginia

Class of 2019

Orran L. Brown '78.....	Richmond, Virginia
Charles L. Cabell '74	Richmond, Virginia
Richard F. Cralle III	Farmville, Virginia
Nathan J. DaPore '00.....	Charleston, South Carolina
William B. Howard '77	Alexandria, Virginia
John W. Kirk III '72	Roanoke, Virginia
Thaddeus R. Shelly III '75	Palm Beach, Florida
John Claiborne Sifford '94.....	Nashville, Tennessee

Class of 2020

John B. Adams, Jr. '71	Richmond, Virginia
John C. Ellis, Jr. '70.....	Virginia Beach, Virginia
Salvatore S. Giannetti III '86	Houston, Texas
W. Sheppard Miller III '79	Norfolk, Virginia
William Prescott Mills Schwind '93.....	Houston, Texas

Faculty

2016-2017 (*Retired*)

CHARLES FRANCIS ARCHER, JR., B.A., M.M. (2003, 2014) *Associate Professor Emeritus of Fine Arts.*

GEORGE FRANKLIN BAGBY, JR., B.A., M.A., Ph.D. (1972, 2014) *Elliott Professor Emeritus of English.*

LEON NEELY BEARD, JR., B.A., Ph.D. (1968, 1999) *Professor Emeritus of Physics and Astronomy.*

JOSEPH MICHAEL BERMAN, B.S., Sc.M., Ph.D. (1987, 2007) *Associate Professor Emeritus of Mathematics and Computer Science.*

GERALD MORICE BRYCE, B.S., Ph.D. (1978, 2011) *Elliott Professor Emeritus of Mathematics and Computer Science.*

GERALD THOMAS CARNEY, B.A., M.A., Ph.D. (1982, 2014) *Professor Emeritus of Religion.* B.A., Cathedral College, 1966; M.A., Fordham University, 1973; Ph.D., Fordham University, 1979.

STEPHEN CADY COY, B.A., M.F.A., D.F.A. (1981, 1993) *Professor Emeritus of Fine Arts.*

THOMAS EDWARD DeWOLFE, A.B., M.A., Ph.D. (1966, 2003) *Professor Emeritus of Psychology.*

KEITH WILLIAM FITCH, B.S., M.A., Ph.D. (1972, 2003) *Associate Professor Emeritus of History.*

EARL WILLIAM FLECK, B.A., M.A., Ph.D. (2002, 2009) *Provost Emeritus and Professor Emeritus of Biology.*

RAY ALLEN GASKINS, B.S., Ph.D. (1970, 1997) *Professor Emeritus of Mathematics and Computer Science.*

STANLEY ROBERT GEMBORYS, A.B., Ph.D. (1967, 2005) *Professor Emeritus of Biology.*

DAVID WILLIAM GIBSON, B.A., M.B.A., D.B.A., CPA, CMA, CFM (1979, 1994) *Professor Emeritus of Economics and Business.*

SHARON IOWA GOAD, B.S., M.A., M.L.I.S., Ph.D. (1993, 2012) *Library Director Emerita.*

TONI HAMLETT, B.A., M.L.S. (2010, 2012) *Technical Services Librarian, retired.*

RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D. (1968, 2004) *Squires Professor Emeritus of History.* B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

SANDRA WOOD HEINEMANN, B.A., M.A.L.S. (1976, 2002) *Catalogue Librarian Emerita.*

WILLIAM ROBERT HENDLEY, B.A., Ph.D. (1970, 1998) *Professor Emeritus of Economics.*

VINCENT ALBERT IVERSON, B.A., S.T.B., M.A., Ph.D. (1967, 2003) *Associate Professor Emeritus of Philosophy.*

WEYLAND THOMAS JOYNER, B.S., M.A., Ph.D. (1957, 2004) *Professor Emeritus of Physics and Astronomy.*

JAMES CHARLES KIDD, B.A., M.Mus., Ph.D. (1981, 2009) *Barger Professor Emeritus of Music.*

NOTE: *The first date in parentheses indicates the year in which the faculty member began service at the College. The second date indicates the year of retirement. Those whose credentials are given continue to teach on a part-time basis.*

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EDWARD MARION KIESS, B.S., M.S., Ph.D. (1968, 1993) *Professor Emeritus of Physics.*

PAULE GOUNELLE KLINE, Licence, Diplôme, Ph.D. (1983, 1997) *Associate Professor Emerita of Modern Languages.*

AMOS LEE LAINE, B.A., M.A., Ph.D. (1968, 2006) *Trinkle Professor Emeritus of History.*

ANNE CASTEEN LUND, B.S., M.S., Ph.D. (1974, 2008) *Professor Emerita of Biology.*

DAVID EDMOND MARION, B.A., M.A., Ph.D. (1977, 2015) *Professor Emeritus of Government and Foreign Affairs and Wilson Center Fellow.* B.A., Saint Anselm's College, 1970; M.A., University of New Hampshire, 1972; Ph.D., Northern Illinois University, 1977.

DIANNE O'DONNELL MARION, B.A., M.A. (1991, 2013) *Adjunct Associate Professor Emerita of Rhetoric.*

LAWRENCE HENRY MARTIN, JR., B.A., M.A., Ph.D. (1969, 2007) *Elliott Professor Emeritus of English.*

THOMAS TABB MAYO IV, B.S., M.S., Ph.D. (1962, 2001) *Professor Emeritus of Mathematics and Computer Science.*

OWEN LENNON NORMENT, JR., A.B., B.D., Th.M., Ph.D. (1966, 1998) *Professor Emeritus of Religion.*

BRONWYN SOUTHWORTH O'GRADY, B.A., M.A. (1989, 2007) *Adjunct Associate Professor Emerita of Rhetoric.*

THOMAS JOSEPH O'GRADY, B.A., M.A. (1974, 2008) *Adjunct Associate Professor Emeritus of English and Poet-in-Residence.*

CATHERINE BARBOUR POLLARI, B.S., M.Ed., M.L.S. (1985, 2002) *Reference Librarian, retired.*

WILLIAM WENDELL PORTERFIELD, B.S., M.S., Ph.D. (1964, 2012) *Venable Professor Emeritus of Chemistry.*

ROBERT GRANT ROGERS, B.S., S.T.B., Ph.D. (1975, 2000) *Professor Emeritus of Religion.*

MARY MONTGOMERY SAUNDERS, B.A., M.A., Ph.D. (1976, 2007) *Professor Emerita of English.*

WILLIAM ALBERT SHEAR, A.B., M.A., Ph.D. (1974, 2015) *Trinkle Professor Emeritus of Biology.*

JORGE ANTONIO SILVEIRA, B.A., J.D., M.A., Ph.D. (1970, 1995) *Professor Emeritus of Modern Languages.*

JAMES YOUNG SIMMS, JR., A.B., M.A., Ph.D. (1968, 2009) *Elliott Professor Emeritus of History and Wilson Center Fellow.* A.B., University of Maryland, 1958; M.A., University of Maryland, 1965; Ph.D., University of Michigan, 1976.

SUSAN MANELL SMITH, B.A., M.A., Ph.D. (1998, 2015). *Elliott Professor Emerita of Modern Languages.*

CHARLES WAYNE TUCKER, B.A., M.A., Ph.D. (1972, 2007) *Professor Emeritus of Classics.*

TULLY HUBERT TURNLEY, JR., A.B., Ph.D. (1965, 2001) *Professor Emeritus of Biology.*

SAMUEL VAUGHAN WILSON, B.A., LL.D., L.H.D. (1984, 2013) *President Emeritus and Wilson Center Fellow.*

Faculty

2016-2017 (*Current*)

DIEUDONNÉ KOMLA AFATSAWO, Certificate, Diploma, B.A., Certificate, Licenciatura, M.A., Ph.D. (2000, 2006)^F *Associate Professor of Modern Languages.* Certificate, Universidad Complutense de Madrid, 1979; Diploma, Universidad Complutense de Madrid, 1980; B.A., University of Ghana, 1981; Certificate, Management Development and Productivity Institute, 1984; Licenciatura, Universidad Complutense de Madrid, 1990; M.A., University of Southern California, 1994; Ph.D., University of Southern California, 1999.

CARL WILLIAM ANDERSON, B.S., M.S., Ph.D. (1986, 1994)^S *McGavacks Professor of Chemistry.* B.S., University of Massachusetts, 1972; M.S., University of Cincinnati, 1975; Ph.D., University of Cincinnati, 1978.

JAMES ALEXANDER ARIETI, B.A., M.A., Ph.D. (1978, 1988) *Thompson Professor of Classics.* B.A., Grinnell College, 1969; M.A., Stanford University, 1972; Ph.D., Stanford University, 1972.

ROGER MILTON BARRUS, B.A., M.A., Ph.D. (1982, 1995)^F *Elliott Professor of Government and Foreign Affairs.* B.A., Michigan State University, 1973; M.A., Harvard University, 1979; Ph.D., Harvard University, 1984.

ROBERT HAROLD BLACKMAN, B.A., M.A., Ph.D. (2000, 2014) *Professor of History.* B.A., University of California, Riverside, 1989; M.A., University of California, Irvine, 1991; Ph.D., University of California, Irvine, 1998.

STEVEN DAVID BLOOM, B.A., Ph.D. (1999, 2013) *Professor of Physics and Astronomy.* B.A., Columbia University, 1987; Ph.D., Boston University, 1994.

WILLIAM GERALD BOYKIN, B.S., M.S. (2007) *Wheat Visiting Professor in Leadership.* B.S., Virginia Polytechnic Institute and State University, 1970; M.S., Shippensburg State University, 1991.

GUY FRED BURNETT, B.S., M.A., Ph.D. (2014) *Assistant Professor of Government and Foreign Affairs.* B.S., Utah State University, 2003; M.A., University of Utah, 2007; Ph.D., Claremont Graduate University, 2013.

BRIAN THOMAS BURNS, B.S.Ed., M.Ed., M.L.S. (2003, 2009) *Media Librarian.* B.S.Ed., Indiana University of Pennsylvania, 1989; M.Ed., Indiana University of Pennsylvania, 1991; M.L.S., University of South Florida, 1998.

VICTOR NICHOLAS CABAS, JR., B.A., Ph.D (1982, 1990) *Senior Lecturer in Rhetoric.* B.A., University of Virginia, 1970; Ph.D., State University of New York at Buffalo, 1974.

ANTHONY MICHAEL CARILLI, B.A., M.A., Ph.D. (1991, 2004) *Professor of Economics and Business.* B.A., Hartwick College, 1983; M.A., Northeastern University, 1987; Ph.D., Northeastern University, 1991.

CELIA MAE CARROLL JONES, B.A., M.A., Ph.D. (2006, 2011) *Associate Professor of Government and Foreign Affairs.* B.A., College of William and Mary, 1993; M.A., College of William and Mary, 1995; Ph.D., Emory University, 2002.

STANLEY ALAN CHEYNE, B.A., M.A., Ph.D. (1990, 2003) *Professor of Physics and Astronomy.* B.A., Hendrix College, 1984; M.A., University of Mississippi, 1986; Ph.D., University of Mississippi, 1989.

L=On leave 2016-2017.

F=On leave fall semester only.

S=On leave spring semester only.

NOTE: The first date in parentheses indicates the year in which the faculty member began service at the College. The second date indicates the year of appointment to the present rank.

ERIN DOUDERA CLABOUGH, B.A., Ph.D. (2015) *Assistant Professor of Biology*. B.A., Randolph-Macon College, 1997; Ph.D., University of Virginia, 2006.

MARYSKA S. CONNOLLY-BROWN, B.A., M.A.T., M.L.I.S. (2015) *Technical Services Librarian*. B.A., Augusta State University, 2009; M.A.T., Augusta State University, 2011; M.L.I.S., Valdosta State University, 2013.

JOHN CHRISTOPHER COOMBS, B.A., Ph.D. (2007, 2010) *Associate Professor of History*. B.A., Arizona State University, 1989; Ph.D., College of William and Mary, 2003.

ERIN ALICE COWLING, B.A., M.A., Ph.D. (2015) *Assistant Professor of Modern Languages*. B.A., King's College at the University of Western Ontario, 2004; M.A., University of Western Ontario, 2006; Ph.D., Johns Hopkins University, 2012.

EVAN RAGLAN DAVIS, B.A., M.A., Ph.D. (1998, 2014) *Elliott Professor of English*. B.A., Williams College, 1989; M.A., Indiana University, 1993; Ph.D., Indiana University, 1998.

CLAIRE ELIZABETH DEAL, B.A., M.A., M.F.A., Ph.D. (1999, 2013) *Professor of Rhetoric*. B.A., Mercer University, 1983; M.A., Furman University, 1985; M.F.A., University of North Carolina at Greensboro, 1990; Ph.D., George Mason University, 2008.

NICHOLAS P. DEIFEL, B.A., M.F.S., Ph.D. (2012) *Assistant Professor of Chemistry*. B.A., Kenyon College, 2002; M.F.S., The George Washington University, 2006; Ph.D., The George Washington University, 2011.

ELIZABETH JANE DEIS, B.A., M.A., Ph.D. (1983, 1999)^S *Elliott Professor of Rhetoric and Humanities*. B.A., College of William and Mary, 1973; M.A., Duke University, 1976; Ph.D., Duke University, 1985.

JANA MARIE DeJONG, B.A., M.A., Ph.D. (1995, 2002)^S *Associate Professor of Modern Languages*. B.A., Central College, 1986; M.A., Bryn Mawr College, 1988; Ph.D., University of Colorado at Boulder, 1995.

KENNETH MATHEW DE LUCA, A.B., M.A., Ph.D. (2001, 2009) *Senior Lecturer in Government and Foreign Affairs*. A.B., University of Chicago, 1984; M.A., Fordham University, 1992; Ph.D., Fordham University, 2000.

GREGORY MARTIN DEMPSTER, B.S., M.B.A., Ph.D. (1998, 2012) *Elliott Professor of Economics and Business*. B.S., Louisiana State University, 1990; M.B.A., Louisiana State University, 1993; Ph.D., Auburn University, 1998.

EDWARD WILLIAM DEVLIN, B.S., M.A., Ph.D. (1990, 2000)^L *Elliott Professor of Biology*. B.S., University of Maryland, 1972; M.A., Bemidji State University, 1978; Ph.D., North Dakota State University, 1982.

ERIC GORDON DINMORE, B.A., M.A., Ph.D. (2006, 2013) *Elliott Associate Professor of History*. B.A., Haverford College, 1993; M.A., University of Washington, 1999; Ph.D., Princeton University, 2006.

RUPAK DUA, B.Tech, M.S., Ph.D. (2016) *Visiting Assistant Professor of Chemistry*. B.Tech, Sathyabama Institute of Science & Technology, 2007; M.S., Florida International University, 2008; Ph.D., Florida International University, 2014.

MATTHEW RAFTEN DUBROFF, B.A., M.F.A. (1999, 2015) *Assistant Professor of Theater*. B.A., Williams College, 1990; M.F.A., University of Hawaii, 1996.

KEVIN MICHAEL DUNN, B.S., Ph.D. (1986, 2000) *Elliott Professor of Chemistry*. B.S., University of Chicago, 1981; Ph.D., University of Texas, 1986.

JOHN HIATT EASTBY, B.A., M.A., Ph.D. (1989, 2000) *Elliott Professor of Government and Foreign Affairs*. B.A., Augustana College, 1975; M.A., University of Virginia, 1978; Ph.D., University of Virginia, 1983.

CAROLINE SCOTT EMMONS, B.A., M.A., Ph.D. (1998, 2012) *Professor of History*. B.A., Florida State University, 1987; M.A., Florida State University, 1992; Ph.D., Florida State University, 1998.

KRISTIN M. FISCHER, B.S., M.S., Ph.D. (2016) *Visiting Assistant Professor of Biology*. B.S., Virginia Tech; M.S., Virginia Tech; Ph.D., Virginia Tech.

PAMELA P. FOX, B.F.A., M.F.A. (1993, 2014) *Professor of Fine Arts.* B.F.A., Virginia Commonwealth University, 1980; M.F.A., Virginia Commonwealth University, 1990.

JAMES WALTER FRUSETTA, B.A., M.A., Ph.D. (2009, 2013) *Associate Professor of History.* B.A., University of Southern California, 1992; M.A., Arizona State University, 1996; Ph.D., University of Maryland, 2006.

LOWELL THOMAS FRYE, B.A., M.A., Ph.D. (1983, 1999)^S *Elliott Professor of Rhetoric and Humanities.* B.A., St. John's University, 1975; M.A., Duke University, 1976; Ph.D., Duke University, 1984.

RACHEL MADELINE GOODMAN, B.A., M.Sc., Ph.D. (2009, 2015) *Associate Professor of Biology.* B.A., Columbia University, 2001; M.Sc., University of Tennessee, Knoxville, 2004; Ph.D., University of Tennessee, Knoxville, 2009.

NICOLE GREENSPAN, B.A., M.A., Ph.D. (2006, 2012) *Associate Professor of History.* B.A., York University, 1996; M.A., University of Toronto, 1998; Ph.D., University of Toronto, 2005.

GABRIELLA GRUDER-PONI, B.A., M.A., M.Phil. (2013) *Visiting Assistant Professor of Rhetoric.* B.A., Yale University, 1997; M.A., University College London, 2001; M.Phil., Oxford University, 2003.

ROBERT GIVIN HALL, B.A., M.Div., Ph.D. (1985, 2000) *Elliott Professor of Religion.* B.A., Davidson College, 1975; M.Div., Gordon-Conwell Theological Seminary, 1978; Ph.D., Duke University, 1987.

SARAH BOYKIN HARDY, B.A., M.A., Ph.D. (1995, 2009)^L *Elliott Professor of English.* B.A., Stanford University, 1984; M.A., Princeton University, 1989; Ph.D., Princeton University, 1993.

STEPHEN R. HARDY, B.A., Ph.D. (2016) *Visiting Assistant Professor of Mathematics and Computer Science.* B.A., McDaniel College, 2010; Ph.D., University of Virginia, 2016.

KRISTIAN MICHAEL HARGADON, B.S., Ph.D. (2009, 2015) *Elliott Associate Professor of Biology.* B.S., Hampden-Sydney College, 2001; Ph.D., University of Virginia, 2007.

RALPH SIDNEY HATTOX, B.S.F.S., M.A., Ph.D. (1989, 2000) *Elliott Professor of History.* B.S.F.S., Georgetown University, 1976; M.A., Princeton University, 1981; Ph.D., Princeton University, 1982.

PAUL FRANCIS HEMLER, B.S., M.S., Ph.D. (2004, 2011) *Professor of Mathematics and Computer Science.* B.S., Villanova University, 1980; M.S., Lehigh University, 1984; Ph.D., North Carolina State University, 1988.

ROBERT TOWNSEND HERDEGEN III, B.S., M.A., Ph.D. (1981, 1996) *Professor of Psychology.* B.S., Rockford College, 1974; M.A., University of Delaware, 1978; Ph.D., University of Delaware, 1981.

MARC A. HIGHT, B.A., M.A., M.A., Ph.D. (2001, 2013) *Elliott Professor of Philosophy.* B.A., Florida State University, 1990; M.A., Florida State University, 1992; M.A., Florida State University, 1993; Ph.D., Syracuse University, 1999.

ABIGAIL T. HORNE, B.A., Ph.D. (2014) *Assistant Professor of English.* B.A., Mount Holyoke College, 2004; Ph.D., Washington University in St. Louis, 2012.

SHAUNNA ELAINE HUNTER-MCKINNEY, B.A., M.L.I.S. (2002, 2008) *Public Services Librarian and Assistant Library Director.* B.A., Virginia Polytechnic Institute and State University, 1999; M.L.I.S., University of South Carolina, 2000.

ROBERT P. IRONS, B.A., M.A. (2014) *Assistant Professor of Classics.* B.A., Hampden-Sydney College, 2000; M.A., St. John's College, 2007, Ph.D., University of South Carolina, 2014.

JUSTIN PATRICK ISAACS, B.A., Ph.D. (1999, 2016) *Professor of Economics and Business.* B.A., Hampden-Sydney College, 1995; Ph.D., Auburn University, 1999.

JAMES DALE JANOWSKI, B.A., M.A., Ph.D. (1995, 2012)^S *Professor of Philosophy.* B.A., Colorado State University, 1983; M.A., University of Calgary, 1985; Ph.D., University of Illinois at Urbana-Champaign, 1997.

REBECCA LINN JAYNE, B.A., M.A., Ph.D. (2013) *Assistant Professor of Mathematics and Computer Science.* B.A., McDaniel College, 2006; M.S., North Carolina State University, 2008; Ph.D., North Carolina State University, 2011.

DIRK ROBERT JOHNSON, B.A., Magister, Ph.D. (2001, 2014) *Elliott Professor of Modern Languages*. B.A., Bowdoin College, 1985; Magister, University of Bonn, Germany, 1989; Ph.D., Indiana University, 2000.

SHIRLEY KAGAN, B.A., M.F.A. (1997, 2010) *Elliott Professor of Theater*. B.A., Williams College, 1989; M.F.A., University of Hawaii at Manoa, 1996.

VERNA KALE, B.A., M.A., Ph.D. (2009) *Visiting Assistant Professor of Rhetoric*. B.A., The University of North Carolina at Chapel Hill, 1999; M.A., The Pennsylvania State University, 2005; Ph.D., The Pennsylvania State University, 2010.

JONATHAN WILMORE KEOHANE, B.S., Ph.D. (2004, 2010) *Associate Professor of Physics and Astronomy*. B.S., Yale University, 1988; Ph.D., University of Minnesota, 1998.

ROBB TYSON KOETHER, B.S., M.A., Ph.D. (1981, 1997) *Professor of Mathematics and Computer Science*. B.S., University of Richmond, 1973; M.A., University of Oklahoma, 1974; Ph.D., University of Oklahoma, 1978.

INDU KHURANA, B.C., M.C., M.A., Ph.D. (2016). *Assistant Professor of Economics and Business*. B.C., University of New Delhi, 2001; M.C., University of New Delhi, 2003; M.A., Florida International University, 2009; Ph.D., Florida International University, 2012.

GEOFFREY SCOTT LEA, B.A., M.A., Ph.D. (2015) *Assistant Professor of Economics and Business*. B.A., Hampden-Sydney College, 2004; M.A., George Mason University, 2006; Ph.D., George Mason University, 2011.

KENNETH DUANE LEHMAN, B.A., M.A., Ph.D. (1992, 2005) *Squires Professor of History*. B.A., Eastern Mennonite College, 1969; M.A., University of New Mexico, 1985; Ph.D., University of Texas at Austin, 1992.

JONATHAN STEPHEN LEVKOFF, B.S., D.B.A. (2014) *Visiting Assistant Professor of Economics and Business*. B.S., University of North Carolina at Greensboro, 1976; D.B.A., University of Virginia, 1982.

DAVID DODGE LEWIS, B.S., M.A., M.F.A. (1987, 2000) *Barger Professor of Fine Arts*. B.S., University of Southern Maine, 1974; M.A., East Carolina University, 1981; M.F.A., East Carolina University, 1987.

BRIAN LINS, B.S., Ph.D. (2008, 2014) *Elliott Associate Professor of Mathematics and Computer Science*. B.S., College of William and Mary, 2001; Ph.D., Rutgers University, 2008.

DAVID EDWARD LOWRY, B.A., M.A., Ph.D. (2012) *Assistant Professor of Biology*. B.A., University of Virginia, 1993; M.A., University of California, Santa Barbara, 2003; Ph.D., University of California, Santa Barbara, 2007.

WALTER CARLTON McDERMOTT III, B.S.S.E., M.S., Ph.D. (1998, 2012) *Professor of Physics and Astronomy and Associate Dean of the Faculty*. B.S.S.E., Old Dominion University, 1988; M.S., Old Dominion University, 1991; Ph.D., Old Dominion University, 1996.

DANIEL GLENN MOSSLER, B.A., M.A., Ph.D. (1993, 2005) *Professor of Psychology*. B.A., University of Texas, 1973; M.A., University of Virginia, 1975; Ph.D., University of Virginia, 1978.

PAUL HAROLD MUELLER, B.A., Ph.D. (1985, 1989) *Associate Professor of Chemistry*. B.A., St. Olaf College, 1975; Ph.D., Northwestern University, 1980.

NICHOLAS D. NACE, A.B., Ph.D. (2014) *Visiting Assistant Professor of Rhetoric*. A.B., Kenyon College, 1998; Ph.D., University of California, Berkeley, 2009.

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DAVID STEVEN PELLAND, A.B., Ph.D. (1981, 1984) *Associate Professor of Mathematics and Computer Science*. A.B., Dartmouth College, 1973; Ph.D., Wesleyan University, 1978.

MARCUS PENDERGRASS, B.A., M.A., Ph.D. (2005, 2011)^s *Associate Professor of Mathematics*. B.A., University of Alabama in Huntsville, 1988; M.A., University of Alabama in Huntsville, 1991; Ph.D., University of Alabama in Huntsville, 1994.

NATHANIEL DIXON PERRY, B.A., M.A., M.F.A. (2008, 2014) *Associate Professor of English*. B.A., University of North Carolina at Chapel Hill, 2001; M.A., Boston University, 2004; M.F.A., Indiana University, 2008.

CHARLES KIRK PILKINGTON, B.A., M.A. (1985, 2015) *Senior Lecturer in History*. B.A., University of Mississippi, 1976; M.A., University of Virginia, 1979.

JAMES F. PONTUSO, B.A., M.A., Ph.D. (1984, 1997) *Patterson Professor of Government and Foreign Affairs*. B.A., University of Massachusetts, 1970; M.A., University of Virginia, 1977; Ph.D., University of Virginia, 1983.

MARY AYE PREVO, B.A., M.A. (1998, 2009) *Senior Lecturer in Fine Arts*. B.A., State University College (SUNY) at New Paltz, 1977; M.A., Columbia University, 1979.

LIZABETH ANN RAND, B.A., M.A., Ph.D. (2002, 2008) *Associate Professor of Rhetoric*. B.A., Coe College, 1986; M.A., Iowa State University, 1989; Ph.D., University of Nebraska, 2002.

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JOSEPH D. ROCKELMANN, B.A., M.A., M.B.A., Ph.D. (2014) *Visiting Assistant Professor of Modern Languages*. B.A., Auburn University, 1996; M.A., Purdue University, 2000; M.B.A., Roosevelt University, 2013; Ph.D., Purdue University, 2015.

VINCENT E. RONE, B.A., M.M., M.A., Ph.D. (2016) *Visiting Assistant Professor of Music*. B.A., St. Peter's University, 2002; M.M., Duquesne University, 2005; M.A., University of California, 2011; Ph.D., University of California.

GERMÁN ALONSO SALINAS, B.S., M.A. (2003, 2010) *Senior Lecturer in Modern Languages*. B.S., Universidad del Atlántico, 1991; M.A., University of Arkansas, 2002.

NELSON J. SANCHEZ, B.A., M.A. (2016) *Lecturer in Modern Languages*. B.A., Amherst College, 1980; M.A., University of Texas, 1990.

SHAWN HARRY SCHOOLING, B.A., M.F.A., Ph.D. (2000, 2008) *Senior Lecturer in Rhetoric*. B.A., University of Virginia, 1995; M.F.A., University of Virginia, 1997; Ph.D., University of Southern Mississippi, 2000.

RENÉE MARIE SEVERIN, B.A., M.A., Ph.D. (1998, 2005) *Associate Professor of French*. B.A., Randolph-Macon Woman's College, 1983; M.A., University of Virginia, 1988; Ph.D., University of Virginia, 2003.

JANICE FAYE SIEGEL, B.A., M.A., Ph.D. (2006, 2009) *Associate Professor of Classics*. B.A., Washington University in St. Louis, 1983; M.A., Washington University in St. Louis, 1984; Ph.D., Rutgers University, 1994.

HERBERT JAMES SIPE, JR., B.S., Ph.D. (1968, 1981) *Spalding Professor of Chemistry*. B.S., Juniata College, 1962; Ph.D., University of Wisconsin, 1969.

CURTIS JOHNSTON SMITH, B.A., M.A., Ph.D. (2000) *Lecturer in Government and Foreign Affairs*. B.A., California Lutheran College, 1965; M.A., The Ohio State University, 1972; Ph.D., The Ohio State University, 1975.

SARANNA ROBINSON THORNTON, B.A., M.P.A., Ph.D. (1996, 2006) *Professor of Economics and Business*. B.A., Colby College, 1981; M.P.A., University of Texas, 1985; Ph.D., Carnegie Mellon University, 1989.

HUGH OVERTON THURMAN III, B.S. Ph.D. (2002, 2010) *Associate Professor of Physics and Astronomy*. B.S., Old Dominion University, 1996; Ph.D., Old Dominion University, 2004.

LEAH HUTCHISON TOTH, B.S., M.A., Ph.D. (2016) *Visiting Assistant Professor of English*. B.S., Troy University; M.A., University of Alabama, 2003; Ph.D., University of Kentucky, 2016.

KENNETH NEAL TOWNSEND, B.A., M.S., Ph.D. (1980, 1993) *Elliott Professor of Economics and Business*. B.A., Louisiana State University, 1976; M.S., Louisiana State University, 1978; Ph.D., Louisiana State University, 1983.

SALIF FAMORY TRAORÉ, B.A., M.A., Ph.D., Ph.D. (2012) *Visiting Assistant Professor of Modern Languages*. B.A./M.A., State University of Simferopol, Ukraine, 1988; Ph.D., Institute of Ethnography and Anthropology of the Russian Academy of Sciences, Moscow, 1992; Ph.D., University of Virginia, 2009.

JOHN MICHAEL UTZINGER, B.A., M.Div., Ph.D. (2000, 2013) *Elliott Professor of Religion*. B.A., Valparaiso University, 1990; M.Div., Yale University, 1993; Ph.D., University of Virginia, 2000.

THOMAS VALENTE, A.B., M.A., Ph.D. (1993, 1999) *Associate Professor of Mathematics and Computer Science*. A.B., Colgate University, 1978; M.A., Wesleyan University, 1981; Ph.D., Rensselaer Polytechnic Institute, 1992.

CRISTINE MARI VARHOLY, B.A., M.A., Ph.D. (2005, 2009) *Associate Professor of English*. B.A., Wake Forest University, 1987; M.A., University of Wisconsin at Madison, 1993; Ph.D., University of Wisconsin at Madison, 2000.

ALFONSO VARONA, B.M., M.M., M.A., Ph.D. (2012) *Assistant Professor of Modern Languages*. B.M., University of Texas at El Paso, 1994; M.M., University of Texas at El Paso, 1997; M.A., University of Texas at El Paso, 2003; Ph.D., University of Connecticut, 2009.

JENNIFER ELIZABETH VITALE, B.A., M.S., Ph.D. (2003, 2016) *Elliott Professor of Psychology*. B.A., Pomona College, 1996; M.S., University of Wisconsin, 1999; Ph.D., University of Wisconsin, 2002.

JEFFREY ALLAN VOGEL, B.A., M.T.S., Ph.D. (2008, 2014) *Elliott Associate Professor of Religion*. B.A., James Madison University, 1999; M.T.S., Duke University, 2001; Ph.D., University of Virginia, 2008.

HELENA KATHARINE WILEY VON RUEDEN, B.A., M.M., D.M.A (2014) *Assistant Professor of Fine Arts*. B.A., Harvard University, 2001; M.M., University of California, Santa Barbara, 2011; D.M.A, University of California, Santa Barbara, 2013.

ROBERT PATRICK WEBBER, B.A., M.S., Ph.D. (1976, 2008) *Senior Lecturer in Mathematics*. B.A., University of Richmond, 1966; M.S., Stephen F. Austin College, 1967; Ph.D., University of Tennessee, 1972.

GEORGE DANIEL WEESE, A.B., Ph.D. (1989, 1999) *Professor of Psychology*. A.B., Washington University, 1972; Ph.D., Indiana University, 1983.

KATHERINE JANE WEESE, B.A., M.A., Ph.D. (1993, 2006) *Elliott Professor of English*. B.A., Williams College, 1987; M.A., University of Wisconsin, 1988; Ph.D., University of Wisconsin, 1993.

ALEXANDER JOHN WERTH, B.S., M.A., Ph.D. (1992, 2005) *Trinkle Professor of Biology*. B.S., Duke University, 1985; M.A., Harvard University, 1987; Ph.D., Harvard University, 1992.

PATRICK ALAN WILSON, B.A., M.A., Ph.D. (1990, 2003) *Professor of Philosophy*. B.A., University of Dallas, 1984; M.A., University of Notre Dame, 1986; Ph.D., University of Notre Dame, 1989.

WARNER RIDDICK WINBORNE, B.A., M.A., Ph.D. (1999, 2007) *Associate Professor of Government and Foreign Affairs*. B.A., Hampden-Sydney College, 1988; M.A. Northern Illinois University, 1993; Ph.D., Northern Illinois University, 2001.

MICHAEL JOHN WOLYNIAK, A.B., Ph.D. (2009, 2015) *Elliott Associate Professor of Biology*. A.B., Colgate University, 1998; Ph.D., Cornell University, 2004.

KATHERINE ELIZA WORLEY, B.A., M.A., Ph.D. (2008) *Lecturer in Western Culture*. B.A., University of North Carolina at Chapel Hill, 2001; M.A., Brown University, 2002; Ph.D., Brown University, 2008.

MENGFAN YING, B.A., M.Ed. (2015) *Lecturer in Modern Languages*. B.A., Zhehian Normal University, 2013; M.Ed, University of Virginia, 2015.

COMMITTEES OF THE FACULTY (2015-2016)

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees (Academic Affairs, Faculty Affairs, Student Affairs, Budget-Audit, Benefits, Committee for Faculty Appointments, and Grievance) and their subcommittees are listed below with their areas of responsibility and the names and terms of their members. Numbers in parentheses indicate the last year in office of full-term members; numbers in square brackets indicate one-year surrogates.

ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (*e.g.*, audiovisual materials, computer programs, library), remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the faculty. The committee approves academic scheduling of class times on behalf of the faculty. Also serves as the Executive Committee of the faculty between faculty meetings. May establish subcommittees and *ad hoc* committees, for purposes definite, to report to it.

Membership:

- 3 faculty members, 1 elected from each division, by each division, for three-year staggered terms: Thurman (16), Coombs [17], Deis (18)
- 1 faculty member elected at large and 1 faculty member appointed by the President for 2-year staggered terms: Lowry (18), Winborne (16,a)
- 1 student elected annually in the spring by faculty members of the committee: Peter Chiglinsky
- Dean of the Faculty, *ex officio*: Stevens
- Chair to be elected annually from the ranks of the faculty on the committee: Thurman

Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee, responsible for supervision and implementation of the admissions and financial aid policy established by the faculty.

Membership:

- Dean of Admissions (Chair): Garland
- 3 faculty members elected each year, for three-year staggered terms by the faculty: Sipe (16), Hulsizer [17], Irons (18)
- 1 faculty member appointed annually by the President after the election of the above: Winborne (16)
- Dean of Students, *ex officio*: Klein
(The Chair shall invite such other members of the Administration as shall be appropriate to attend meetings when needed.)

Assessment Committee

A subcommittee of the Academic Affairs Committee, responsible for coordinating departmental and program assessments, recommending approaches to assessment to departments and programs, working with visiting assessment teams, and making recommendations on future assessment strategies to the Dean of the Faculty.

Membership:

- 3 faculty members, one from each division, elected by the division, for 3-year staggered terms: Dempster [16], Nowlin (17), Valente (18)
- Dean of the Faculty, *ex officio*: Stevens
- 1 faculty member appointed by the Dean of the Faculty for a 3-year term: DeJong (18)
- Chair appointed by the Dean of the Faculty for a 3-year term: Thurman

Health Sciences Committee

A subcommittee of the Academic Affairs Committee, responsible for advice and counsel for premedical and predental students; liaison with schools of dentistry, medicine, and osteopathic medicine; preparation of recommendations for applicants to such schools.

Membership:

- 4 faculty members, at least two of whom should represent the natural sciences, appointed by the President for four-year staggered terms: Thurman (16), Townsend (16), Hargadon (17), Mueller (18)
- Chair, appointed by the President from among the members: Hargadon

Honors Council

A subcommittee of the Academic Affairs Committee, responsible for the administration of the Honors Program.

Membership:

- 3 faculty members, one from each division, appointed by the Dean for 3-year staggered terms: Kale (16), Blackman (17), Bloom (18)
- 2 students drawn from the ranks of honors scholars (one either a junior or senior, and one either a freshman or sophomore), appointed by the Dean of the Faculty on the recommendation of the Director of the Honors Program: Christopher Williams-Morales, Hayden Robinson
- Director, appointed by the Dean of the Faculty from the ranks of the Faculty: Wolyniak (18)

Human Research Committee

A subcommittee of the Academic Affairs Committee, responsible for reviewing those research activities on human subjects that are described in the statutes of the Commonwealth of Virginia and Department of Health and Human Services federal regulations.

Membership:

- 3 faculty members (tenured or non-tenured), one from each division, appointed for three-year staggered terms by the Dean of the Faculty: Vogel (16), Herdegen (17), Lins (18)
- 1 student member appointed for one year by the Dean of Students: J.D. Choudry
- 1 member of the College administration appointed for a three-year term by the President: Annie Jones (18)
- 1 community member not otherwise associated with the College nor an immediate family member of a person associated with the College, appointed for a three-year term by the Dean of the Faculty: Dr. Eugene Donovan (18)
- Alternates appointed as necessary by the Dean of the Faculty
- Dean of the Faculty, *ex officio*: Stevens
- Chair to be elected annually from within the ranks of the faculty on the committee: Herdegen

International Studies Committee

A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.

Membership:

- 3 faculty members, one from each division, elected by the division, for three-year staggered terms: Deifel (16), Eastby (17), Varona (18)
- 1 faculty member elected, at large by the faculty: Salinas (16)
- 1 faculty member appointed annually by the Dean of the Faculty: Fox (16)
- Director of International Studies, *ex officio*: Widdows
- Dean of the Faculty, *ex officio*: Stevens
- Chair to be elected annually from within the committee: Deifel

Western Culture Committee

A subcommittee of the Academic Affairs Committee, responsible for the regular review of the Western Culture courses and program; creation and/or review of proposals for changing the program structure or course content; training of new and current instructors in the program; drafting guides and policies for the administration of the program and delivery of the courses, which must be approved by a majority of the Western Culture teaching faculty.

Membership:

- 3 faculty members from among the Western Culture teaching faculty, one from each division, elected by the division for three-year staggered terms: Deluca (16), Wolyniak (17), Frye (18)
- Director, appointed by the Dean of the Faculty from the ranks of the faculty for a three-year term, who serves as the Chair of the committee: Pontuso (17)
- Dean of the Faculty, *ex officio*: Stevens

FACULTY AFFAIRS COMMITTEE

Oversight of policies affecting the faculty, including the Faculty Handbook.

Membership:

- 3 faculty members, one elected from each division, by each division, for three-year staggered terms: Hunter (16), Schooling [17], Pendergrass (18)
- 3 faculty members from tenured faculty, one from each division, elected by the faculty as

a whole, for 3-year staggered terms: Kagan (16), Cheyne (17), Thornton (18)

- Dean of the Faculty without vote: Stevens
- Chair to be elected from among, and by, elected committee members: Thornton

Promotion and Tenure Committee

A subcommittee of the Faculty Affairs Committee responsible for advising the Dean of the Faculty on faculty hiring, promotion, and tenure.

Membership: (elected from tenured faculty)

- 3 faculty members, one elected from each division, by each division, for three-year staggered terms: Emmons (16), Siegel (17), Werth (18)
- 3 faculty members, one from each division, elected by the faculty as a whole, for three-year staggered terms: Deal (16), Mueller (17), Vitale (18)
- Chair to be elected from among, and by, elected committee members: Werth

Committee on Professional Development

A subcommittee of the Faculty Affairs Committee responsible for oversight of faculty research and development, including review of funded summer research and sabbaticals, development of general policy on support of faculty research, and planning and implementation of faculty development programs, and advice to the Dean of the Faculty on the funding of faculty research, sabbaticals, and development.

Membership:

- 3 faculty members, one elected from each division, by each division, for three-year staggered terms: Davis (16), Deifel (17), Greenspan (18)
- 3 faculty members from tenured faculty, one from each division, elected by the faculty for three-year staggered terms: Dinmore (16), K. Weese (17), Lins (18)
- Dean of the Faculty, *ex officio*: Stevens
- Chair to be elected annually from within the committee: Greenspan

Gender Issues Committee

A subcommittee of the Faculty Affairs Committee, responsible for review and recommendation on concerns related to gender in the areas of college policy, curriculum, faculty evaluation, and cultural activities.

Membership:

- 3 faculty members (tenured or untenured), one elected from each division, by each

division, for three-year staggered terms: Lowry (16), Townsend (17), Horne (18)

- 1 faculty member (tenured or untenured) elected as a whole for a two-year term: Varona (16)
- 1 faculty member appointed by the Dean of the Faculty for a two-year term: von Reuden (17)
- 2 students appointed by the President of the College annually in the spring: Evan Harris, Isaak Janowski
- College Chaplain, *ex officio*: John Scholer
- Chair to be elected annually from within the ranks of the faculty on the committee: von Reuden

STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community service, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic, and other non-academic aspects of campus life.

Membership:

- 3 faculty members, one elected at large each year for three-year staggered terms. At least one member of the committee must be tenured: Vogel (16), Burns (17), Palmer (18)
- President of the Student Body: Matthew Goodrich
- 2 students appointed by the President of the College annually in the spring: William Vogan, Tucker Brown
- Dean of Students, *ex officio*: Klein
- Chair to be elected annually from the ranks of the faculty on the committee: Vogel

Athletic Committee

A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the faculty, oversight and review of varsity and intramural athletic programs, liaison between the Director of Athletics and the faculty.

Membership:

- Athletic Director, *ex officio*: Epperson
- Dean of Students, *ex officio*: Klein
- Faculty Athletic Representative to the NCAA, *ex officio*: Mossler
- 4 faculty members, one elected at large each year, for four-year terms: Schooling (16), Lins (17), Valente (18)
- 1 student appointed by the President of the College each spring: Jeff Rowell

- Chair to be elected annually from within the ranks of the faculty on the committee: Lins

Lectures and Programs Committee

A subcommittee of the Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.

Membership:

- 3 faculty members, serving three-year staggered terms, 1 appointed by the President, 2 elected by the faculty: DeLuca (16), Severin (17), Pendergrass (18, a)
- 4 students chosen annually in the spring by the Student Body President: vacant
- Dean of Students, *ex officio*: Klein
- Chair to be elected annually from the ranks of the faculty on the committee: DeLuca

BUDGET-AUDIT COMMITTEE

Responsible for annual review and evaluation of priorities reflected in the budget, and the general fiscal condition of the College-the findings to be reported to the faculty, students, and trustees.

Membership:

- 4 faculty members, one from each division and one from the faculty at large, elected by the faculty as a whole for four-year staggered terms: Arieti (17, fd), Pelland (18, fd), Carilli (19, f), Dillon (20, fd)
- Chair to be elected from within the committee: Arieti

BENEFITS COMMITTEE

Annual review of the benefits provided in employment contracts at the College. The committee members will serve as the faculty representatives to the College Benefits Committee.

Membership:

- 3 faculty members, one elected each year by the faculty as a whole for three-year staggered terms: Perry (16), Bloom (17), Burnett (18)
- 1 faculty member appointed annually by the President after the election of the above: Dempster [16]

COMMITTEE FOR FACULTY APPOINTMENTS

Responsible for advising and making recommendations to the Dean of the Faculty on replacements at the time of retirements, resignations, and other departures; the addition of new continuing positions to established departments or programs; and the addition of a

continuing position in an academic discipline, department, or program not presently represented in the curriculum.

Membership:

6 tenured faculty members, two from each of the three divisions, of the six members three shall come from the Faculty Affairs Committee and three from the Academic Affairs Committees, appointed by the Dean of the Faculty. Except as hereinafter provided, the chairs of those Committees shall be members of the Committee on Faculty Appointments. Members of those committees who are untenured and those who belong to departments seeking to fill a position will be ineligible to serve. In those instances in which either the FAC or AAC has an insufficient number of members eligible to serve on the Committee, the Dean shall select a faculty member who is from the same division as the ineligible member and, if possible, who has served on the Committee within the past three years.

GRIEVANCE COMMITTEE

Responsible for hearing grievances, including appeals of tenure, promotion, and hiring decisions.

Membership (elected from tenured faculty):

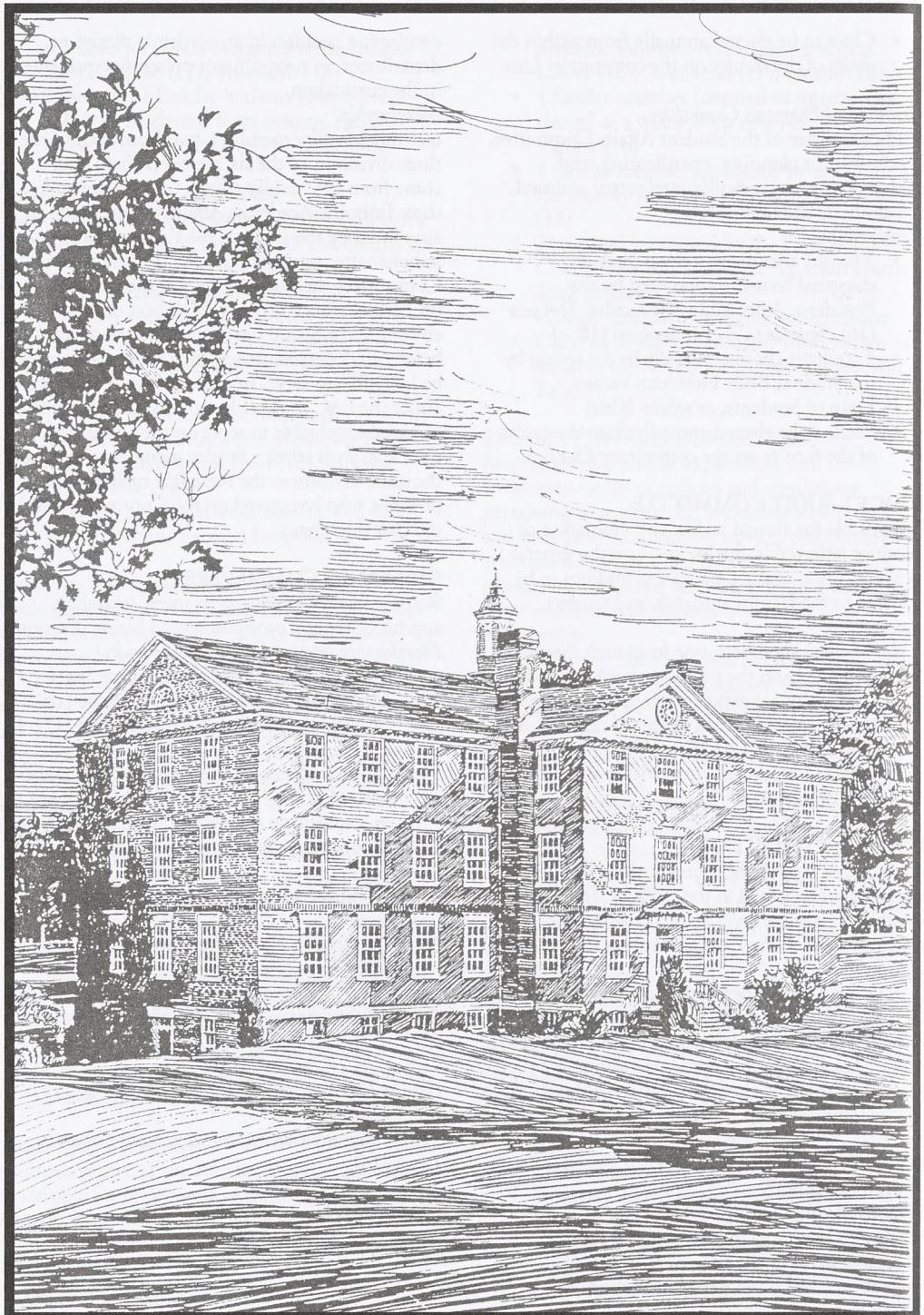
- 5 faculty members elected at large for three-year staggered terms: Keohane (16), Winborne (16), Fox (17), Herdegen (17), D. Weese (18)
- 2 first and second alternate faculty members elected at large for a one-year term (to serve as a substitute should any regular member be involved in a given case): Lewis (16), Carilli (16)
- Administrative officers are not eligible to serve
- Chair to be elected from within the committee: Herdegen

Faculty Representative to the Board of Trustees: Werth [17]

Faculty Representative to the NCAA: Mossler (17)

Faculty Representative to the President's Council: Isaacs [16]

Clerk of the Faculty: P. Wilson (17)



BAGBY HALL (1929)

Administrative and Support Staff

ADMINISTRATIVE OFFICERS

2016-2017

J. Lawrence Stimpert, B.A., M.B.A., Ph.D.	President of the College
W. Glenn Culley, B.S., M.B.A.	Vice President for Business Affairs and Finance
Anita H. Garland, B.A., M.B.A.	Dean of Admissions
V. Dale Jones, B.S., M.B.A., M.A., Ph.D.	Vice President for Strategy, Administration, and Board Affairs
H. Lee King, Jr., B.A., Ed.D.	Vice President for Institutional Advancement
David A. Klein, B.A., D.Min.	Dean of Students
Dennis G. Stevens, A.B., Ph.D.	Provost and Dean of the Faculty

ADMINISTRATIVE STAFF

2016-2017

Barbara S. Armentrout	Director of Human Resources
Shelby E. Asal	Postmaster
Terry W. Baldwin	Supervisor of Grounds
Robert W. Bareford, B.A.	Head Tennis Coach
Zita M. Barree, B.S., M.B.A.	Director of Financial Aid
James E. Barton, B.A., M.B.A.	Director of Alumni Relations
Stephen C. Boles, B.A.	Superintendent of Grounds
Jessie A. Bollback, B.A., M.H.S.	Assistant Athletic Trainer
Frasher A. Bolton, B.A.	Assistant Director of Reunion Giving
Paul W. Brammer, B.A., M.Ed.	Director of the Hampden-Sydney Fund
Nicole V. Branch, B.S.	Prospect Researcher, Institutional Advancement
C. Beeler Brush, B.A.	Senior Major Gifts Officer
Brian T. Burns, B.S., M.Ed., M.L.S.	Interim Media and Access Services Librarian
Lisa A. Burns, B.S., M.S.	Director for Academic Success
Christopher S. Burroughs, B.S.	Jenzabar EX Database Administrator
Aaron P. Busi	Windows Systems Administrator/Network Analyst, Computing Center
Cynthia O. Campbell, A.A.S.	Assistant Registrar
Sue V. Carter, A.A., B.S., M.S.	Title IX Coordinator
A. Cameron Cary, B.S.	Director of College Events
Ann S. Cassell, B.A.	Director of Development
Lynn N. Clements	Assistant Director of Financial Aid
Dawn Congleton, B.S., M.B.A.	Registrar
Christopher D. Conkwright, B.S.	Head Wrestling Coach
Maryska S. Connolly-Brown, B.A., M.A.T., M.L.I.S.	Technical Services Librarian, Bortz Library
Sandra P. Cooke, B.S., B.A.	Director of Student Affairs Operations and Civic Engagement
Hakeem J. Croom, B.A.	Assistant Dean for Inclusion and First Year Transition
Brandon M. Davis, B.S., M.Ed.	Head Athletic Trainer
Robert R. Davis III	Software Developer, Computing Center

Sean V. Davis, B.A.	Interim Director of the Computing Center
Jeffrey A. Dews, B.S.	Assistant Athletic Trainer
Cheryle M. Dixon, B.S., M.S.	Webmaster, Computing Center
Wesley M. Dodson, B.S.	Assistant Football Coach and Defensive Coordinator
Rolando C. Doronila, B.S.	Graphic Designer
Candice J. Dowdy, B.S.	Director of Constituent Relations, Institutional Advancement
John L. Dudley, B.A., M.S.	Director of College Social Media
Richard P. Epperson II, B.A., M.S.	Director of Athletics
Martin A. Favret, B.A.	Head Football Coach
Jason M. Ferguson, B.A., M.S.	Director of Admissions
Lisa Franklin-Prioleau, B.A., M.S.	Academic Counselor
Jeffrey S. Gee, A.A.S., B.S.	Deputy Chief of Police
David L. Giles	Director of Facility Support, Physical Plant
Paul J. Giles	Assistant Director of Physical Plant and Supervisor of Maintenance
B. Nicholas Goins, B.A.	Assistant Football Coach
Margaret P. Graham, B.S.N., R.N.-B.C.	Director of the Student Health Center
Heather B. Hammock, B.S., M.Ed.	Counselor, Wellness Center
Neil Harries, B.S., M.B.A.	Assistant Soccer Coach
Cheryl C. Hill, B.S.	Assistant Controller, Business Office
Shaunna E. Hunter-McKinney, B.A., M.L.I.S.	Interim Director of the Library
Andrea R. Jones, B.A., M.A.	Director of the Wellness Center
Thomas D. Kestermann, B.A.	Assistant Lacrosse Coach
Teresa M. Laughlin, B.A., M.Ed.	Disability Services Coordinator and Academic Counselor
Jeffrey C. Kinne, B.A.	Head Baseball Coach
Michael A. Lee, B.A.	Assistant Dean of Admissions
Berkeley C. Leonard, B.A.	Associate Dean of Admissions
Elizabeth L. Leonard	Director of TigeRec, Head Cross Country and Head Swim Coach
Mac H. Main	Head Golf Coach
Scott Markland, B.A.	Assistant Dean of Admissions
R. Alan Mason	Supervisor of Housekeeping
Ellen L. Masters, B.F.A., M.S.	Director of Career Education and Vocational Reflection
Walter C. McDermott, B.S.S.E., M.S., Ph.D.	Associate Dean of the Faculty
Ian D. McMichael, B.S., M.A.T.	Head Soccer Coach
Mark G. Meitz, B.A.	Major Gifts Officer, Institutional Advancement
Kimberly S. Michaux	Bookstore Manager
Corey B. Miles, B.A.	Assistant Director of Alumni Relations
Richard M. Pantale, B.A.	Assistant Dean for Student Activities and Organizations
John C. Prengaman	Director of Physical Plant
W. Todd Pugh, B.S.	Senior Systems Administrator/Network Administrator, Computing Center
John R. C. Ramsay, B.A.	Director of Residence Life
Randy W. Reed, B.A.	Director of Planned Giving, Institutional Advancement
Lana M. Reinson	Director of Advancement Services, Institutional Advancement
Edward E. Roberts, Jr., B.A., M.A.	Major Gifts Officer, Institutional Advancement
Shirley M. Robertson, B.S.	Business Operations Manager, Business Office
Christine C. Ross, B.S., M.S., Ph.D.	Associate Dean of Institutional Effectiveness
Jason R. Rostan, B.A.	Head Lacrosse Coach
Connor A. Rund, B.A.	Assistant Dean of Admissions
Robert P. Sabbatini, B.S., M.Ed., Ed.S.	Associate Dean of Students
M. Tyler Sanborn, B.A.	Assistant Basketball Coach
Rebecca A. Shelton, B.S., M.Ed.	Associate Director of Career Education & Vocational Reflection

Timothy S. Shelton, A.A.S., B.S.	Hardware & Software Specialist/Network Analyst, Computing Center
Thomas H. Shomo, B.A., M.Ed.	Director of Marketing and Communications
Michael A. Smith, B.A., M.B.A.	Controller
L. Rucker Snead III, B.A., M.A., M.M.A.S.	Director of the Wilson Center
Erika K. Spudie, B.A., M.Ed.	Assistant Athletic Trainer
G. Penn Stephenson, B.A., M.Ed.	Assistant Football Coach
Rosa C. Thomas, B.S., M.S.	Assistant Director of Financial Aid
Michael T. Timma, B.A., M.S.L.S.	Library Technologist and Blackboard Administrator, Bortz Library
P.J. Townsend, B.A., M.S.A.	Director of College Grants
Jared E. Traylor, B.A.	Assistant Football Coach
Durant G. Vick, B.S.	Head Basketball Coach
Alexandria V. Walker, B.F.A.	Graphic Designer
Angela J. Way, B.A., M.A.	Director and Curator, Atkinson Museum
Richard C. Welch, B.A.	Assistant Director of Annual Giving
Jordan V. White, B.A.	Assistant Dean of Admissions
Shawn R. White, B.S., M.A.	Assistant Dean of Students for Substance Education
Daniella L. Widdows, B.A., M.A., Ph.D.	Director of Global Education and Study Abroad
Scott S. Williams, B.A.	Director of Public Safety and Chief of Police
R. Davis Yake, B.A.	Assistant Athletic Director for Media Relations and Compliance

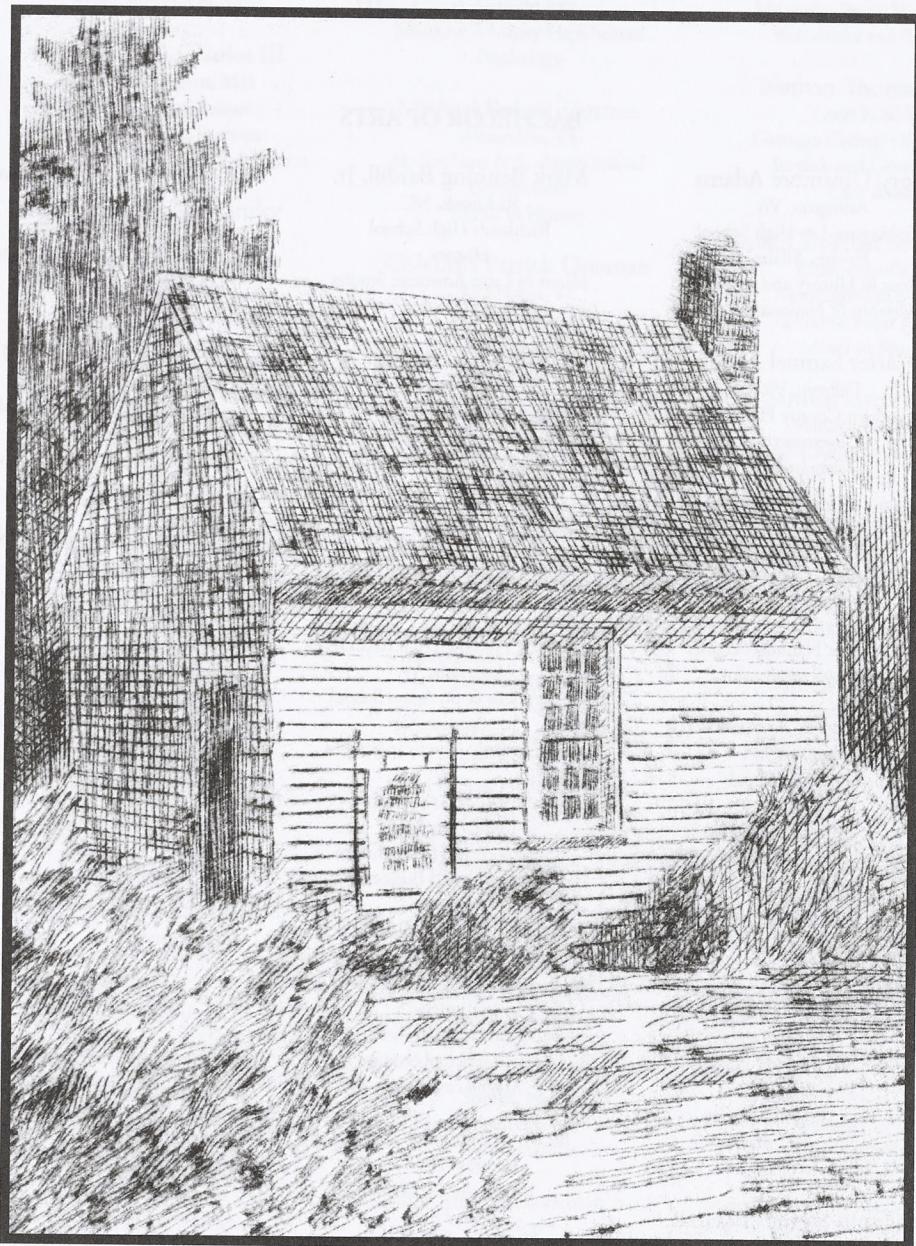
SUPPORT STAFF

2016-2017

Jennifer S. Allen.....	Senior Secretary and Recruiting Coordinator, Office of Career Education & Vocational Reflection
Elizabeth C. Amos.....	Assistant Manager and Textbook Buyer, Bookstore
Rachel N. Atkinson, B.S.	Administrative Secretary and Student Visits Coordinator, Admissions Office
W. Garland Bailey, A.A.S.	Public Safety and Police Officer
C. Beth Bryant.....	Accounts Payable and Purchasing Assistant, Business Office
Janice D. Burkhardt, B.S.	Accounts Payable and Purchasing Manager, Business Office
Robert T. Card, Jr.	Inventory and Shipping/Receiving Manager, Bookstore
Marianne Catron, B.A.	Student Accounts Manager, Business Office
Angela T. Clark, A.A.S.	Administrative Secretary, President's Office and College Events Assistant
Jennifer W. Cochrane, B.S.	Secretary, Marketing & Communications
Ava E. Corbett.....	Library Assistant for Public Services
Ralph A. Crawley.....	Water/Sewer Supervisor, Physical Plant
Maureen Culley, B.S.	Circulation, Reserve, and Interlibrary Loan Assistant, Bortz Library
D. Wayne East.....	Inventory, Purchasing and Storage Coordinator, Physical Plant
C. Denise Faircloth.....	Nurse Receptionist
Michelle L. Fenton, A.A.S.	Postal Operations Assistant
Karen H. Fowler.....	Senior Secretary and Binding Assistant, Bortz Library
T. Mark Fowler.....	Sergeant, Public Safety and Police
Joyce W. Fulcher.....	Secretary, Registrar's Office
Glenwood M. Giles	Assistant Supervisor of Maintenance and HVAC Mechanic, Physical Plant
William E. Gillen.....	Key Control and Motorpool Coordinator, Physical Plant
JoAnne B. Hazelwood.....	Summer Programs Coordinator, Manager for the Manor Cottages and Women's Guest House
Rose I. Hedges Chonko, B.S.	Senior Secretary, Institutional Advancement

Pamela M. Henshaw.....	Application Coordinator, Admissions Office
Deborah B. Herndon.....	Benefits Manager, Human Resources Office
Phyllis S. Hill.....	Secretary, Major Gifts and Planned Giving Officers, Institutional Advancement
Martha C. Hilton, B.S.....	Administrative Secretary, Provost and Dean of the Faculty's Office
Beverly B. Hines, B.S., M.S.....	Stockroom Supervisor, Chemistry Department and Fine Arts Assistant
Jane F. Holland	Senior Academic Secretary, Morton Hall
Jason L. Huskey, B.A.....	Hardware/Desktop Support Analyst, Computing Center
Shirley T. Huskey.....	Student Life Data Coordinator
Charles W. Ironmonger, Jr.....	Fire Safety Supervisor and Acting Emergency Coordinator
Krista F. Jacobs.....	Administrative Secretary, Athletic Department
Jennie S. Jenkins, B.S.....	Laboratory Technician, Biology Department
Lisa S. Johnson, B.S.....	Payroll Manager, Human Resources Office
Norma S. Kernodle.....	Public Information Services Coordinator
Barbara P. Kiewiet de Jonge, B.S.N. R.N.-B.C.....	Primary College Health Nurse
Annathen S. Lacks, B.S.....	Sales Associate, Campus Store
Linda G. Layne, A.A.S.....	Human Resources Assistant
Tina D. Major, A.A.S., B.S., M.L.I.S.....	Library Assistant in Acquisitions and Cataloging
Noel Malave.....	Public Safety and Police Officer
Kelly S. Malone Dudley, B.A.....	Web Content Editor
Keary M. Mariannino, B.S.B.A.....	Executive Secretary to the President
Debbie W. Maxey	Operations Supervisor, Admissions Office
Linda M. Napier.....	Gift Accounting Assistant, Institutional Advancement
Rachel A. Napier, A.A.S.....	Financial Aid Counseling Assistant/Systems Coordinator
Lisa H. Newcomb.....	Data Management Coordinator, Institutional Advancement
Parker M. Nixon.....	Coordinator of Local Media and Assistant to the Director of Marketing and Communications
Margaret E. Nicely, B.A.....	Cashier, Business Office
C. Edward Palmertree, Jr., A.A.S.....	Telecommunications System Technician
O. Bret Peaden, B.A.....	Library Assistant for Public Services
Jennifer A. Porter	Gift Accounting Coordinator, Institutional Advancement
Brandy R. Puckett, B.S.....	Administrative Secretary, Business Office
Kristen A. Queen.....	Alumni Relations Coordinator
Brenda M. Reamer.....	Helpdesk Coordinator and Office Assistant, Computing Center
May S. Reed, B.A	Assistant to the Director, Wilson Center for Leadership
Elizabeth M. Robertson.....	Data Coordinator, Admissions Office
Irvin M. Robertson.....	Laboratory Technician, Physics and Astronomy Department
Karen I. Rostan, A.A.S.....	Operations Assistant and Merchandise Buyer, Bookstore
John C. Shelton, A.A.S.....	Assistant Fire Safety Technician
Bobby L. Simmons	Public Safety and Police Officer
C. Beckie Smith, A.A.S.....	Academic Secretary, Gilmer Hall
S. Nicole Sozos	Postal Operations Assistant
P. Lee Stone, A.A.S., B.S.....	Public Safety and Police Officer
Sarah W. Tolley, B.S.....	Office Manager, Physical Plant
Patricia A. Townsend, B.S., M.Ed.....	Administrative Secretary, Office of Student Affairs
Thomas J. Travis.....	Public Safety and Police Officer
Adrienne M. Traylor, B.A.....	Secretary, Wellness Center
Kevin A. Tuck, B.S., M.A	Production Manager, Marketing & Communications
Ferenc Varga, B.A.....	Library Assistant in Cataloging
Gerri C. Williams	Senior Secretary, Director for Academic Success
Lester C. Worrell.....	Assistant Supervisor of Housekeeping, Physical Plant

Tamara N. Wright Academic Secretary, Bagby Hall & Global Education and Student Abroad Assistant
E.J. Wulff, B.A. Library Assistant for Public Services
Sandra F. Yeatts, B.M.E., M.S. Administrative Secretary, Institutional Advancement



THE BIRTHPLACE (c 1750)

Engraving by Eugene Delevett

Matters of Record

DEGREES AWARDED

May 8, 2016

DOCTOR OF HUMANE LETTERS

W. Taylor Reveley III

BACHELOR OF ARTS

Cory Dinsmore Adams

Arlington, VA

Washington-Lee High School

Foreign Affairs

Minor in History and Military Leadership & National Security

Carter Samuel Allen

Dillwyn, VA

Buckingham County High School

Government

Cum laude

Taylor Shawn Anctil

Concord, CA

De La Salle High School

Foreign Affairs

Minor in French and Military Leadership & National Security

Summa cum laude

Charles Graves Anthony III

Stanleytown, VA

Bassett High School

History

Minor in Military Leadership & National Security, Public Service, and

Rhetoric

Richard Marshall Bagley III

Hampton, VA

Hampton Roads Academy

Economics and Business and History

Todd Randolph Bailey

Kinston, NC

Arendell Parrott Academy

Economics and Business

Minor in Spanish

Benjamin Stevens Baranik

Charlottesville, VA

Albemarle High School

Economics and Business

Cum laude

Mark Benning Bardill, Jr.

Richlands, NC

Richlands High School

History

Minor in Latin American Studies

Magna cum laude

Lawrence Brantley Bowers

New Bern, NC

Arendell Parrott Academy

Economics and Business and Spanish

Minor in Mathematics

Cum laude

James Allen Brooks III

Virginia Beach, VA

Frank W. Cox High School

Economics

Minor in Military Leadership &

National Security

Connor Maxwell Beck

Richmond, VA

St. Christopher's School

Economics and Business

Minor in Rhetoric

Scot Michael Bellamy

Falls Church, VA

Hampton Christian High School

Economics

Salvador Antonio Benitez, Jr.

Alexandria, VA

St. Stephens & St. Agnes School

Spanish

Minor in Latin American Studies

Joshua Mark Blair

Virginia Beach, VA

Princess Anne High School

Economics and Business

Thomas Franklin Bourne, Jr.

Marietta, GA

Lassiter High School

History

Minor in Asian Studies and

Environmental Studies

Magna cum laude

Jacob Townsend Bowen

Marionville, VA

Broadwater Academy

Visual Arts

William Briggs Burton

Stony Creek, VA

Tidewater Academy

History

Minor in Military Leadership &

National Security and Public Service

Magna cum laude

Johnathan Cornelius Campbell

Salisbury, NC

Concord First Assembly Academy

English and Theatre

Oddie Lee Carneal, Jr. Charlottesville, VA Albemarle High School Psychology	Kyle Darden Dear Great Falls, VA Langley High School Economics and Business <i>Magna cum laude</i> <i>Honors in Economics and Business</i>	William Henry Fitzgerald III Virginia Beach, VA Princess Anne High School Psychology <i>Cum laude</i>
Colson Elliott Castilla Dallas, TX The Cambridge School of Dallas Economics and Business	Aaron Naim Doman Norfolk, VA Matthew F. Maury High School Psychology	Clement Tranum Fitzpatrick IV Birmingham, AL Mountain Brook High School Economics and Business
Calvin John Charles III Fort Washington, MD Friendly High School Economics and Business Minor in Public Service and Theatre	Michael Robert Dormer Alexandria, VA St. Stephens & St. Agnes School Government Minor in History	Nathan Thomas Flagg Great Falls, VA Gonzaga College High School English and Government <i>Cum laude</i>
Peter James Chiglinsky Salem, VA Salem High School Foreign Affairs Minor in Military Leadership & National Security <i>Magna cum laude</i> <i>Senior Fellow – Interdisciplinary Honors in Government & Foreign Affairs and History</i>	Coleman Patrick Drennan Richmond, VA Collegiate School Economics and Business Minor in Spanish	Josiah Christian Seth Fleming Charlottesville, VA Monticello High School Economics and Business Minor in Spanish
Hunter Jennings Cowan Midlothian, VA James River High School Government Minor in History	Shane Thomas Duffy Manakin-Sabot, VA Deep Run High School Government Minor in Spanish	Samuel Greer Forbes Manakin-Sabot, VA St. Christopher's School English Minor in Visual Arts
James Leo Crandall Dublin, VA Pulaski County High School Government Minor in Public Service <i>Cum laude</i>	William Earnhardt Duncan Pinehurst, NC Pinecrest High School Economics and Business Minor in Rhetoric	Patrick Alan Ford Marion, VA Marion Senior High School Foreign Affairs and Theatre
Zachary Daniel Credle Exmore, VA Broadwater Academy Economics and Business <i>Magna cum laude</i>	Todd Whitman Edstrom Mechanicsville, VA Hanover High School Government Minor in Military Leadership & National Security <i>Magna cum laude</i>	William Tyler Fowler Lynchburg, VA Jefferson Forest High School Psychology
Matthew James D'Alessio Chester, VA Trinity Episcopal School Psychology Minor in History <i>Magna cum laude</i>	John Joseph Elliott Pittsburgh, PA Upper Saint Clair High School Economics and Business	Forrest Tanner Fox Buena Vista, VA Parry McCluer High School Mathematical Economics
Nicholas Ronald Davis Fredericksburg, VA James Monroe High School Economics and Business	Kyle Victor Farlow Sophia, NC Randleman High School Economics	Austin Jordan Franklin Fleming Island, FL St. John's Country Day School Economics Minor in Rhetoric
	Page Emery Davidson S. Faunce Richmond, VA Blue Ridge School History	Kyle Irving Fraser Washington, DC North Cross School English Minor in Creative Writing and Rhetoric

Spencer Jones Garrett Atlanta, GA Whitefield Academy Economics and Business Minor in Music	James Kenan Hamilton Spartanburg, SC Spartanburg Day School Foreign Affairs Minor in Rhetoric	William Robert Hopkins Richmond, VA Benedictine College Preparatory Economics Minor in Creative Writing
Andrew Thomas Gass Stafford, VA Brooke Point High School Economics Minor in Rhetoric	Rachel Nicole Hammock Farmville, VA Prince Edward County High School English Minor in Rhetoric	Ellis Mark Hopson Moseley, VA Powhatan High School English Minor in Rhetoric
Michael Thomas Gee Midlothian, VA Midlothian High School Economics and Business Minor in Law and Public Policy	Lucas Aaron Hanshaw Keslers Cross Lanes, WV Nicholas County High School English Minor in Creative Writing <i>Summa cum laude</i> <i>Honors in English</i>	Jacob Alexander Hubbard Roanoke, VA Hidden Valley High School Economics and Government <i>Cum laude</i>
Geoffrey Thomas Gelozin Midlothian, VA Collegiate School Economics and Business	Jacob C. Harrell Centreville, VA Centreville High School Government Minor in Spanish	Bradley Ryan Hudson Fredericksburg, VA Fredericksburg Academy Economics Minor in History
Charles Carey Gibbens Richmond, VA Mills E. Godwin High School Economics and Business Minor in History <i>Cum laude</i>	Terrance O'Neal James Harris Collinsville, VA Bassett High School Theatre	Brian Nicholas Hulsizer Farmville, VA Marionville R-9 High School Psychology <i>Cum laude</i>
Miller Wayne Golliday Richmond, VA Collegiate School Economics	David Joseph Hart Virginia Beach, VA First Colonial High School Economics <i>Cum laude</i>	Kyle Evan Huysman Charlottesville, VA Albemarle High School Economics and Business
Matthew Robert Goodrich Earlysville, VA Albemarle High School Psychology Minor in Rhetoric	Kyle William Hart Rice, VA Prince Edward County High School Government Minor in Biology <i>Magna cum laude</i>	William Cole Imeson Harrisonburg, VA Harrisonburg High School Mathematical Economics and Spanish <i>Summa cum laude</i>
Jace Steven Gregory Goochland, VA Goochland High School Economics and Business	Larry Brian Haskins II Buckingham, VA Fuqua School Economics and Business Minor in Mathematics	Matthew Peter Irving Waverly, VA Tidewater Academy Economics
Douglas Grant Gubbins Raleigh, NC Wakefield High School Religion	Matthew Robert Hinson Kinston, NC Arendell Parrott Academy Economics and Spanish Minor in Rhetoric <i>Summa cum laude</i>	Reginald Bernard Johnson Tappahannock, VA Essex High School Economics
Hunter Aaron Guttendorf Annandale, VA W. T. Woodson High School Economics and Business	Samuel George Johnson Richmond, VA Highland Springs High School Economics Minor in Public Service <i>Magna cum laude</i>	
Aaron Edward Hales Greensboro, NC Grimsley High School Economics and Business		

Stewart McKinnon Johnson Mebane, NC Eastern Alamance High School History Minor in Law and Public Policy	John Taylor Kroencke Menifee, CA Temecula Preparatory School Mathematical Economics Minor in Public Service <i>Magna cum laude</i>	Tyler Wayne Martin Evington, VA Brookville High School Economics Minor in Military Leadership & National Security
Austin Thomas Joseph Midlothian, VA Midlothian High School Economics and Business	Scott Christopher Lamothe Fayetteville, NC Northwood Temple Academy History Minor in Visual Arts	Maxwell James Maurer Oak Hill, VA Oakton High School Economics and Business Minor in Military Leadership & National Security, Public Service, and Rhetoric
Ioannis Sotirios Kaliviotis Winston-Salem, NC Mount Tabor High School Economics and Business	William Alston Lanier Atlanta, GA Christ School History	Logan Freel McDonald Port Republic, VA Spotswood High School History <i>Cum laude</i>
Kevin Paul Keena Vienna, VA Landon School History and Visual Arts	Joseph Anthony Lantagne Richmond, VA Benedictine College Preparatory Foreign Affairs and History Minor in Military Leadership & National Security and Public Service <i>Cum laude</i>	John Peyton McGuire Manakin-Sabot, VA St. Christopher's School History Minor in Religion and Rhetoric
Patrick Carroll Kelly Chesapeake, VA Hickory High School Government and History Minor in Military Leadership & National Security <i>Magna cum laude</i> <i>Honors in History</i>	Dalton James Lee Chester, VA Thomas Dale High School Economics Minor in Rhetoric	Holden Keith McLemore Wake Forest, NC Wake Forest-Rolesville High School Government Minor in Public Service <i>Cum laude</i>
Brandon Douglas Kendrick Vienna, VA James Madison High School Economics and Business <i>Cum laude</i>	Baker Culverhouse Lynn Birmingham, AL Altamont School Economics and Business Minor in Rhetoric	Paul Joseph Melnick III Richmond, VA Collegiate School Economics and Business
Kyle Liebrich Kiefer Midlothian, VA Benedictine College Preparatory Economics and Business	Daniel McCasy Maloney Mechanicsville, VA Randolph-Macon Academy Economics and Business Minor in Visual Arts	Michael Errol Mey Glen Allen, VA J. R. Tucker High School Foreign Affairs Minor in Environmental Studies <i>Cum laude</i>
Sawyer Stephen Klein Birmingham, AL Indian Springs School Economics and Business and Foreign Affairs <i>Cum laude</i>	Caleb Peter Marchetti Henrico, VA Benedictine College Preparatory Economics and Business	Matthew Craig Midkiff Midlothian, VA James River High School History Minor in Rhetoric
Nathan Ross Knox Germantown, TN Westminster Academy History	Michael Omar Marquez Halifax, VA Fuqua School Economics	Harrison Kelly Mire Richmond, VA The Steward School Visual Arts
Jake Frederick Koferl Huntersville, NC Lake Norman Charter School Mathematical Economics Minor in Mathematics	Nicholas Colby Martin Round Hill, VA Loudoun Valley High School Economics	

Logan Thomas Moore Stafford, VA North Stafford High School Psychology and Visual Arts <i>Cum laude</i>	William Randolph Outlaw Crewe, VA Kenston Forest School Foreign Affairs Minor in Military Leadership & National Security	Samuel Webb Ridenhour Charlottesville, VA The Miller School Economics and Business
Timothy Allen Morgan North Chesterfield, VA Homeschool for Virginia Foreign Affairs Minor in French and Public Service <i>Cum laude</i>	Martin Alexander Owens Lynchburg, VA Virginia Episcopal School Economics and Business	Thaddeus Marklet Roberts Sumerduck, VA Liberty High School Economics Minor in Spanish <i>Cum laude</i>
James Hunter Morris Virginia Beach, VA Norfolk Academy History	Nicholas Christian Palmer Glen Allen, VA Deep Run High School Economics and Business Minor in Visual Arts	Brett Daniel Rogers Chester, VA Lloyd C. Bird High School Economics and Business
Scott Michael Murr Davidson, NC Woodlawn School History	Tyler Michael Palmer Virginia Beach, VA Ocean Lakes High School Economics and Business Minor in Music	Jackson Monahan Rogers Potomac Falls, VA Potomac Falls High School History
Michael Taiwan Murray Norfolk, VA Norfolk Christian High School Economics	Daniel Milton Parkinson Henrico, VA Mills E. Godwin High School Foreign Affairs	Charles Paul Ross Roanoke, VA North Cross School Psychology Minor in Public Service
Angus Detrich Musser Charlotte, NC Myers Park High School Economics and Business Minor in Rhetoric	Thomas Charles Passenant Charlotte, NC Charlotte Country Day School Economics	Jeffrey Stephen Rowell Winston-Salem, NC Mount Tabor High School Visual Arts
Charles Atticus O'Brien Mountain Brook, AL Mountain Brook High School Mathematical Economics and French <i>Summa cum laude</i>	Mitchell Allen Perry Fredericksburg, VA Fredericksburg Academy Economics and Business	Ethan James Sabo Hayes, VA Gloucester High School English Minor in Rhetoric and Theatre
Matthew Evan O'Donnell Locust Grove, VA Fredericksburg Academy Economics and Business	Zachary Shawn Preston Keeling, VA Dan River High School Economics and Business	Ali Adil Salih Fairfax, VA Middleburg Academy History
Nathaniel Tillman Oliver Fairfax, VA W. T. Woodson High School Economics and Business Minor in Military Leadership & National Security <i>Cum laude</i>	George Logan Travis Pryor Manakin-Sabot, VA The Steward School Foreign Affairs Minor in Spanish <i>Cum laude</i>	William Aubrey Scott Virginia Beach, VA Norfolk Academy Economics <i>Summa cum laude</i>
Thomas Wentworth Osgood III Richmond, VA St. Christopher's School Economics Minor in History	Gregory Dominic Regan Purcellville, VA Loudoun Valley High School Economics and Business and History <i>Magna cum laude</i>	Alexander Joseph Sefton Berryville, VA Clarke County High School Government and Latin

Victor Anthony Shaheen, Jr. Richmond, VA Benedictine College Preparatory Economics	Kordell Dandridge Strauss King George, VA Fork Union Military Academy Foreign Affairs Minor in Military Leadership & National Security	Hiland Trent Tuttle Dimondale, MI Holt High School Economics and Business
Ray Jacob Shields New Bern, NC Arendell Parrott Academy Economics	Tyler Ray Sullivan Chesapeake, VA Great Bridge High School Economics and Business	William VANDAM Vogan Norfolk, VA Matthew F. Maury High School History Minor in Biology and Rhetoric <i>Cum laude</i>
Jamar Rodnique Simmons Cullen, VA Prince Edward County High School Psychology	Grant Patrick Swaney Sterling, VA St. Stephens & St. Agnes School History	Parker Christian Vukich Lynchburg, VA E. C. Glass High School Psychology
James Patrick Simon Burke, VA Robinson Secondary School Foreign Affairs Minor in German	Caleb Leger Swiney Dallas, GA North Paulding High School Economics and Business Minor in Law and Public Policy <i>Cum laude</i>	Shaanan Eitan Wade Chesapeake, VA Norfolk Academy Economics Minor in History
John Michael Simonic Roanoke, VA Hidden Valley High School Economics and Latin <i>Magna cum laude</i>	Alexander Leonard Taylor III Glen Allen, VA Benedictine College Preparatory Government Minor in History	Jacob Carlson Webster Virginia Beach, VA Salem High School Economics
Samuel Mitchell Slough Richmond, VA Benedictine College Preparatory Psychology	Anton Richard Thomanek Dumfries, VA International School Manila Foreign Affairs Minor in Military Leadership & National Security	Theodore Owen West Lanexa, VA Warhill High School English
Hatton Coulbourne Valentine Smith II Mountain Brook, AL Mountain Brook High School Economics	Clyde Huston Thomas Richmond, VA Deep Run High School Economics and Business	James Cameron White Palmyra, VA Fluvanna County High School Economics Minor in History <i>Cum laude</i>
John Barker Squire Wilmington, NC Cape Fear Academy Economics and Business	Cameron Nathan Tilley Raleigh, NC Sanderson High School Mathematical Economics <i>Magna cum laude</i> <i>Honors in Economics and Business</i>	John Skyler Whitfield Holden Beach, NC Woodberry Forest School Spanish
Seth Christopher Stephen Palmyra, VA Fluvanna County High School Economics	Charles Alexander Trivette Norfolk, VA Granby High School French and History Minor in Visual Arts	Alexander Shelton Williams Crozier, VA The Steward School Government
Harrison Taylor Stewart Raleigh, NC St. David's School Government Minor in Rhetoric and Theatre	Howard Moose Turney, Jr. Little Rock, AR Episcopal Collegiate School Economics	Carson Daniel Wilmer Charlottesville, VA Monticello High School Economics
Matthew Ford Stiltner Powhatan, VA Powhatan High School Economics Minor in History		Thomas Houston Wilson Norfolk, VA Norfolk Collegiate School Psychology

Adam Markley Witham
Roanoke, VA
Cave Spring High School
Mathematical Economics and Applied
Mathematics
Magna cum laude

Carter Jeffrey Wood
Richmond, VA
Mills E. Godwin High School
Economics and Business

Nick Wah Fai Yuen
Manakin Sabot, VA
Goochland High School
Economics

Cody Eugene Wright
Dublin, VA
Pulaski County High School
Foreign Affairs
Minor in Military Leadership &
National Security

BACHELOR OF SCIENCE

Myshake Solomon Abdi
Martinsburg, WV
Martinsburg High School
Chemistry
Minor in Biology

Gregory Scott Brownson
Forest, VA
Jefferson Forest High School
Applied Mathematics, Computer
Science, and Mathematical Economics
Cum laude

Taylor Dennis Delagrange
Chesapeake, VA
Hickory High School
Biology

Andrew Robert William
Adams
Danville, VA
George Washington High School
Biology

Jamshaid Rafique Chaudhry
Baltimore, MD
Perry Hall High School
Applied Mathematics and Physics
Minor in Astronomy
Summa cum laude
Honors in Physics

David Lawrence Dodson
Roanoke, VA
Cave Spring High School
Mathematical Economics

Dane Romar Camcam Asuigui
Flandreau, SD
Flandreau High School
Chemistry
Minor in German
Summa cum laude
Honors in Chemistry

Adam Joel Christensen
Avon, IN
Covenant Christian High School
Biology
Minor in Chemistry
Cum laude

Westley Davis Eure
Southern Shores, NC
First Flight High School
Chemistry
Minor in Mathematics
Summa cum laude
Honors in Chemistry

Michael Darius Bouldin
Keysville, VA
Central High School
Biology

James Jacobi Dargan
Hopewell, VA
Prince George High School
Economics and Physics

Cody Eugene Everett
Lynchburg, VA
Rustburg High School
Mathematics and Physics

Caleb Michael Bowyer
Lynchburg, VA
Heritage High School
Physics
Minor in Astronomy and Mathematics
Summa cum laude

John Tyler Daspit
Williamsburg, VA
Jamestown High School
Physics

Jacob M. Farrar
Oakton, VA
Oakton High School
Biology
Summa cum laude

Stephen Troy Brewer
Troutville, VA
Lord Botetourt High School
Biology

Kyle Thomas Deivert
Fairfax, VA
Fairfax High School
Biology
Cum laude

David Linford Foulke, Jr.
Leesburg, VA
Heritage High School
Computer Science and Physics
Minor in Music
Magna cum laude

Travis Bedsole Goodloe III
Mobile, AL
UMS-Wright Preparatory School
Biology
Summa cum laude
Second Honor

Andrew Merritt Gorham Rocky Mount, NC Rocky Mount High School Biology <i>Summa cum laude</i>	Joseph Nehemiah Link Lynchburg, VA Heritage High School Physics and Theatre <i>Magna cum laude</i>	William Harrell Murray West Point, VA Christchurch School Biology Minor in Environmental Studies
Kyle Broaddus Grierson Williamsburg, VA Peninsula Catholic High School Biology Minor in History	John Donald Lloyd Glen Allen, VA Deep Run High School Applied Mathematics and Mathematical Economics <i>Cum laude</i>	Linh Van Nguyen Hanoi, VIETNAM Hanoi-Amsterdam High School for the Gifted Applied Mathematics and Physics Minor in Computer Science <i>Summa cum laude</i> <i>Honors in Physics</i> <i>Third Honor</i>
Jeremy Michael Hall Poquoson, VA Poquoson High School Chemistry Minor in Music	Mason Everett Luck North Chesterfield, VA Monacan High School Biology <i>Cum laude</i>	Ryan Flores O'Hara Suffolk, VA Nansemond River High School Computer Science
Evan Curtis Harris Mechanicsville, VA Atlee High School Biology Minor in Chemistry <i>Magna cum laude</i>	Thomas Christian Mahoney Roanoke, VA Roanoke Catholic School Physics Minor in Mathematics and Spanish	Alan Mitchel Owens Williamsburg, VA Walsingham Academy Chemistry Minor in Biology
Robert William Harriss Castalia, NC South Granville High School Biology and Physics	Sean Thomas Manos Chesapeake, VA Norfolk Collegiate School Biology	Almantas Petras Palubinskas Annandale, VA Paul VI Catholic High School Mathematical Economics
Christopher Martin Hawk Maidens, VA Goochland High School Biology Minor in Spanish <i>Cum laude</i> <i>Honors in Biology</i>	Andrew Ray Martinez Dallas, TX Bishop Dunne High School Biology Minor in Chemistry <i>Cum laude</i>	Justin Wayne Parker Centreville, VA Osbourne Park High School Applied Mathematics and Mathematical Economics Minor in Public Service <i>Cum laude</i>
Sidney Alexander Henry Haymarket, VA Battlefield High School Computer Science	Corey Robert Mavromatis Virginia Beach, VA Cape Henry Collegiate School Biology <i>Cum laude</i> <i>In absentia</i>	Austin Mitchell Perryman Fairfax, VA Fairfax High School Mathematical Economics Minor in Spanish
Guyler Ryan Justus Rural Retreat, VA Rural Retreat High School Mathematics and Mathematical Economics	John Taylor Meinhardt Midlothian, VA Cosby High School Biology	Charles Marraccini Rawles Virginia Beach, VA Norfolk Academy Physics Minor in Mathematics
Charles Thomas Kyle Apple Valley, MN Saint Thomas Academy Biology Minor in Chemistry <i>Honors in Biology</i>	Joshua Theron Miller High Point, NC East Davidson High School Biology	Jacob Daniel Rockenbach Southport, NC South Brunswick High School Biology <i>Cum laude</i> <i>Honors in Biology</i>
	John August Stevenson Mohay Pulaski, VA Pulaski County High School Biology <i>Cum laude</i>	

Melchior Francis Rosario
 Savarese IV
 Winchester, VA
 James Wood High School
 Biology
Magna cum laude

Shaquann Saddat Seadrow
 Norfolk, VA
 Norview High School
 Mathematics and Physics
 Minor in Astronomy
Cum laude
Honors in Physics

John William Sheffield III
 Salem, VA
 Salem High School
 Biology and Chemistry

Benjamin Eli Shockley
 Narrows, VA
 Narrows High School
 Physics
 Minor in Mathematics

Ryan Alexander Simmons
 Richmond, VA
 Mills E. Godwin High School
 Chemistry

Robert English Snidow, Jr.
 Midlothian, VA
 James River High School
 Physics
 Minor in Mathematics

Joshua Davey Taylor
 Spotsylvania, VA
 Homeschool for Virginia
 Economics and Business and Physics
 Minor in Astronomy
Summa cum laude

Braxton Lucas Terry
 Pulaski, VA
 John Handley High School
 Computer Science

Jefferson Connor Thompson
 Woodbridge, VA
 Woodbridge Senior High School
 Biology and Chemistry
 Minor in Spanish
Summa cum laude

Nicholas Allen Van Etten
 Leesburg, VA
 Heritage High School
 Computer Science
 Minor in History and Military
 Leadership & National Security
Magna cum laude

Benjamin Branch Edward
 Vincent
 Southern Shores, NC
 First Flight High School
 Applied Mathematics and Physics
 Minor in Computer Science
Summa cum laude
Honors in Physics
First Honor

Harold Lawrence Willis, Jr.
 Wake Forest, NC
 Wakefield High School
 Biology

Jaymon Daniel Wilson
 Lexington, NC
 Ledford High School
 Applied Mathematics and Mathematical
 Economics
 Minor in History

CANDIDATES FOR DEGREES**AUGUST 18, 2016**

(Degree requirements to be completed after May 2016)

Joseph Sanborn Bean III
Birmingham, AL
Indian Springs School
Philosophy
Minor in French

Michael Lawrence Robert
Bolling
Richmond, VA
Henrico High School
History

Jackson Phillip Boyd
Richmond, VA
Mills E. Godwin High School
History

John Wesley Britt III
Poquoson, VA
Poquoson High School
Biology

Bennett Scott Brookmon
Atlantic Beach, NC
Charlotte Catholic High School
History

Reilly Austin Carlton
McLean, VA
Landon School
Physics
Minor in Biology

Justin Daniel Chancellor
Mechanicsville, VA
The Covenant School
Psychology

Andrew Jackson Eubank III
Winchester, VA
James Wood High School
Biology

Keshawn Jahray Gilliam
South Chesterfield, VA
Matoaca High School
Economics
Minor in Rhetoric

Benjamin Michael Gillis
Lexington, KY
Lexington Catholic High School
History
Minor in Environmental Studies

Bryan Robert Kujawa II
Lake Forest, IL
Lake Forest High School
Economics

Joseph Lawrence Lane
Richmond, VA
Deep Run High School
Economics

Samuel Dudley Marks
Lynchburg, VA
E. C. Glass High School
English
Minor in History

Clarence Montgomery Mills IV
Greensboro, NC
Walter Hines Page High School
Economics

Michael Brett Shaw, Jr.
Suffolk, VA
StoneBridge School
Economics and Business
Minor in History

Alexander Gabriel Smith
Chesterfield, VA
Matoaca High School
Computer Science

Forrest Jackson Spradlin
Myrtle Beach, SC
Myrtle Beach High School
History

AWARDS PRESENTED AT COMMENCEMENT

THE CABELL AWARD

Given annually to "a Hampden-Sydney faculty member in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell Award was created by the Robert G. Cabell III and Maude Morgan Cabell Foundation to assist the College in attracting and keeping professors of high ability and integrity.

2016 Recipient: Dr. Julia Palmer

THE THOMAS EDWARD CRAWLEY AWARD

The diverse, deep, and rich legacy given by the late Professor Thomas Edward Crawley in his thirty-eight year career as teacher, scholar, musician, and Dean is remembered at Hampden-Sydney with an award given annually in Professor Crawley's name to "that professor most distinguished for devoted service to the ideals of Hampden-Sydney and the education of her sons."

2016 Recipient: Dr. Saranna Thornton

THE GAMMON CUP

The Gammon Cup is given annually to the member of the graduating class who has best served the College and whose character, scholarship, and athletic ability are deemed to be outstanding. First awarded in 1925, the cup was given every year by Dr. Edgar Gammon, Class of 1905, Pastor of College Church 1917-1923, and President of the College 1939-1955. After Dr. Gammon's death in 1962, his family continued the tradition. More recently, gifts from his son, Blair C. Gammon, and from Dr. and Mrs. Claudius H. Pritchard, Jr. '50, have insured that the cup and a stipend will continue in perpetuity.

2016 Recipient: Michael Taiwan Murray

THE ANNA CARRINGTON HARRISON AWARD

The Anna Carrington Harrison Award, a medal and cash award, is given annually as a memorial to his mother by Mr. Fred N. Harrison of Richmond. It is awarded to that student who shows the most constructive leadership in each school year.

2016 Recipient: Matthew Robert Goodrich

THE ROBERT THRUSTON HUBARD IV AWARD

Given annually in memory of Robert Thruston Hubbard IV, a member of the Class of 1935 and a professor of political science from 1946 until 1982, to those members of the faculty or staff most distinguished for active devotion and service to the College and her ideals.

2016 Recipient: Mr. Jason Ferguson '96

THE SAMUEL S. JONES PHI BETA KAPPA AWARD

The Phi Beta Kappa Award for Intellectual Excellence, in the form of a bronze medallion and a cash prize, was established by Samuel S. Jones, Class of 1943, to recognize intellectual excellence as manifested in outstanding student research. Papers are entered in a competition judged by the faculty members of the Eta of Virginia, Hampden-Sydney's chapter of Phi Beta Kappa.

*2016 Recipients: Lucas A. Hanshaw
Linh V. Nguyen*

THE SENIOR CLASS AWARD

The Senior Class Award is given by the Senior Class to a member of the College's faculty, administration, or staff who in the eyes of the Class members has contributed during their four years most significantly to the College, its students, and the community.

*2016 Recipients: Dr. Elizabeth Deis
Dr. Lowell Frye*

THE ALGERNON SYDNEY SULLIVAN MEDALLION

The Algernon Sydney Sullivan Medallion is given annually by the New York Southern Society in honor of its first president, Algernon Sydney Sullivan. This award is given to a member of the graduating class distinguished for excellence of character and generous service to his fellows. Other recipients are chosen from those friends of the College who have been conspicuously helpful to and associated with the institution in its effort to encourage and preserve a high standard of morals.

*2016 Recipients: Holden Keith McLemore
Dr. John Hillen
Mrs. Eunice Ward Carwile*

**FIRST HONOR GRADUATE AND
VALEDICTORIAN**

Benjamin Branch Edward Vincent

COMMISSIONING

Evan Curtis Harris

Second Lieutenant, United States Army

Kordell Dandridge Strauss

Second Lieutenant, United States Army

OMICRON DELTA KAPPA

Members of the Class of 2016

Taylor S. Anctil

Dane R.C. Asuigi

Benjamin S. Baranik

Thomas F. Bourne

Lawrence B. Bowers

Jamshaid R. Chaudhry

Peter J. Chiglinsky

David L. Foulke

Travis B. Goodloe III

Matthew R. Goodrich

Robert W. Harriss

Matthew R. Hinson

William C. Imeson

Joseph A. Lantagne

John D. Lloyd

Holden K. McLemore

Linh V. Nguyen

C. Atticus O'Brien

Gregory D. Regan

Melchior R. Savarese

William A. Scott

Shaquann S. Seadrow

Joshua D. Taylor

Jefferson C. Thompson

Benjamin Branch E. Vincent

William V. Vogan

PHI BETA KAPPA

Members of the Class of 2016

Taylor Shawn Anctil

Dane Romar Camcam Asuigi

Caleb Michael Bowyer

William Briggs Burton

Jamshaid Rafique Chaudhry

Peter James Chiglinsky

Westley Davis Eure

Jacob M. Farrar

Travis Bedsole Goodloe III

Andrew Merritt Gorham

Lucas Aaron Hanshaw

Matthew Robert Hinson

William Cole Imeson

John Taylor Kroenke

Linh Van Nguyen

Charles Atticus O'Brien

Dominic Gregory Regan

Melchior R. Savarese IV

Joshua Davey Taylor

Jefferson Connor Thompson

Nicholas Allen van Etten

Benjamin Branch Edward Vincent

Adam Markley Witham

2015-2016 HONORS SCHOLARS (CLASSES OF 2016 AND 2017)

ALLAN SCHOLARS

Alexander Abbott
 Brant Boucher
 Travis Goodloe
 Kyle Hart
 William Imeson
 James Lau
 Harrison McNabb
 Charles Atticus O'Brien

VENABLE SCHOLARS

Grant Brown
 Eric Foster
 David Foulke
 Andrew Gorham
 Robert Harriss
 Theofilos Koulianios
 Benjamin Lam
 John Taylor Meinhardt
 Linh Nguyen
 Justin Parker

PATRICK HENRY SCHOLARS

Myshake Abdi
 Taylor Anctil
 Ryan Beaver
 Lawrence Bowers
 Nicholas Browning
 William Briggs Burton
 Lucien Cassier
 Joshua Chamberlin
 Jamshaid Choudhry
 James Crandall
 John Tyler Daspit
 Kyle Dear
 William Echols
 Jacob Farrar
 Alex Gouaux
 Evan Harris
 David Hart
 Matthew Hinson
 Jacob Hubbard
 Thacher Jennings

Samuel Johnson

John Jones
 Patrick Kelly
 Robert Kerby
 Sawyer Klein
 John Kroencke
 John Lloyd
 Andrew Marshall
 Logan McDonald
 C. Ashby Neterer

MADISON SCHOLARS

Dane Asuigi
 Benjamin Baranik
 Conrad Brown
 Caleb Bowyer
 Peter Chiglinsky
 Justin Davis
 Westley Eure
 Michael Flanagan

2015-2016 HONORS SCHOLARS (CLASSES OF 2018 and 2019)

John Ames
 Carlo Anselmo
 George Bennett
 Daniel Blanton
 Luke Bloodworth
 Patrick Bryant
 David Bushhouse
 Robert Buttarazzi
 Robert Castle
 Guy Cheatham
 Noah Cook
 Brendan Cottrell
 Max Dash
 Zachary Depue

Kole Donaldson
 Hayden Dougherty
 Steven Dvornick
 Hudson Elmore
 Fernando Espinoza
 Graham Ferguson
 William Fussy
 Ryan Gale
 Guilherme Guimaraes
 Dalton Hall
 Austin Hardman
 Robert Jackson
 Palmer Jones
 Wesley Kuegler

Samuel Lilburn
 Jake Lowenstein
 Ryan Maguire
 Blake Martin
 Samuel Melson
 Thomas Mitchell
 Philip Mollica
 Timothy Morris
 J. Landon Moss
 Samuel Murphy
 Christopher Nance
 Mathis Nedell
 Thomas Parks

FRE
 Jame
 Garth
 Errol
 Wilia
 Cory
 Mich
 Nich
 John
 Ryan
 Shan
 Aaro
 John
 Marc
 Jame
 Cam
 Jacks
 Willi
 Dona
 Benja
 Garn
 Tyler
 Dirk
 Lind
 Samu
 Shem
 Luca
 Dani
 Tyler
 Tyler
 Thor
 Robe
 Eric
 Noah
 Lewi
 Samu
 Robe
 Luke
 Davi
 Jame
 Sean
 Alexa
 Craig
 Hun
 Josep
 Robe
 Don
 Paul
 Harr
 Stua
 Jacob
 Geor
 Alec
 Adam

FRESHMEN (2015-2016)

James Franklin Agnew	Fairfax, VA	Graham Alexander Comeau	Appomattox, VA
Garth Quinn Ainslie.....	Lynchburg, VA	Garrett Brooks Conner	Sumter, SC
Errol Duane Alexander	Arlington, VA	Noah C. Cook	Midlothian, VA
William Steven Allen	Charlotte, NC	Robert Charles Cooley	Jamesville, VA
Cory William Allgood	Chester, VA	Reed Allen Cooper.....	Vinton, VA
Michael Patrick Allison	Stafford, VA	George Vincent Core	Wilmington, NC
Nicholas Michael Alphonso	Orlando, FL	Miguel Nicolas Correa	Bogota, Colombia
John Patrick Ames	Henrico, VA	Montrae Japon Costan.....	Randallstown, MD
Ryan Christian Andersen	Newport News, VA	Adrian Isaiah Cothren.....	Danville, VA
Shane Hulian Arceo	Newport News, VA	Jordan Deniz Cotrone.....	Chesterfield, VA
Aaron Edward Atkins.....	Roanoke, VA	Thomas Swepston Cottrell	Richmond, VA
John Ryan Aveson.....	Richmond, VA	Taylor Hunt Cunningham.....	Farmville, VA
Marcus Salim Ayoub.....	Arlington, VA	Colin Ray Dalton	Kenbridge, VA
James Vincent Babashak	Midlothian, VA	Aaron Matthew D'Amato	Henrico, VA
Cameron Philip Bachman	Manakin Sabot, VA	Ryan Christopher Davoud	Midlothian, VA
Jackson David Barefoot.....	Roanoke, VA	Ovide Henry de St. Aubin	Siler City, NC
William Ryland Barnes	Roanoke, VA	Marshall Benson Dendy	Richmond, VA
Donald Joseph Barry.....	Pelion, SC	Salvatore Marquis Dentu	Newport News, VA
Benjamin Adam Bashore	Newport News, VA	Sean Di Michele	Sanremo, Italy
Garner Holcomb Bayless	Atlanta, GA	John Cross Dickerson	Virginia Beach, VA
Tyler Glenn Beall.....	Pasadena, MD	Chandler Baylor Diffee	Richmond, VA
Dirk Linton Beasley.....	Lynchburg, VA	John Raymond Doerzer	Holly Springs, NC
Lindsay Ruth Bencick.....	Farmville, VA	Kole Frederick Donaldson	Niceville, FL
Samuel Lee Bidwell.....	Farmville, VA	Nathaniel Russell Dracon	Matthews, NC
Shemar Mandell Blakeney	Clarksville, VA	Ian Robert Duffy	Glen Allen, VA
Lucas Oechsli Blankenship	Roanoke, VA	John Brian Dugan.....	Decatur, GA
Daniel Edward Blanton	Yorktown, VA	Michael Kingston Duley	Richmond, VA
Tyler Harris Blanton	Timonium, MD	Patrick Michael Dunegan	Manassas, VA
Tyler Marion Blevins	Draper, VA	Peyton Ellington Dunn.....	Saxe, VA
Thomas D. Boswell.....	Alexandria, VA	Connor Lochlain Eads	Chesapeake, VA
Robert Shaw Bourne.....	Marietta, GA	John Burns Earle.....	Harrisonburg, VA
Eric Keith Bowen.....	Virginia Beach, VA	James Matten Early..	Dugspur, VA
Noah Howard Brooks	Martinsburg, WV	Jeffrey Brian Edwards	Midlothian, VA
Lewis Frederic Brooks	Jefferson, GA	Austin Steven Ellington	Graham, NC
Samuel Steele Brooks	Virginia Beach, VA	Hudson McDowell Elmore	Henrico, VA
Robert Bradley Brown	Goochland, VA	Michael Logan Estes	Williamsburg, VA
Luke Lee Bruce	Lanexa, VA	Andrew James Evans	Raleigh, NC
David Zachary Bushhouse	Quinton, VA	Lionel Page Ewell.....	Richmond, VA
James Michael Butler	Roanoke, VA	Andrew Kadic Ewing	Longwood, FL
Seamus Britt Byrne	Charlotte, NC	Austin T. Fairchild	Glen Allen, VA
Alexander McNeely Byrne	Williamsburg, VA	Seth Michael Farley	Surry, VA
Craig Byram Cantley	Birmingham, AL	Graham Augustine Ferguson	Earlysville, VA
Hunter Lee Carr	Fishersville, VA	Andrew James Field	Alexandria, VA
Joseph Christian Carter	Covington, VA	James Bernard Files	Villas, NC
Robert Allen Castle	Coats, NC	William Tucker Fitzhugh	Henrico, VA
Donald Vincent Celata	Chesapeake, VA	Samuel Joseph Noah Fleming	Moseley, VA
Paul Lewis Chase	Atlanta, GA	Averett Hill Flory	Columbus, GA
Harrison Gray Cheers	Supply, NC	Jacob Christopher Fontana	Midlothian, VA
Stuart Edward Cheney	Cary, NC	Austin K. Galeski.....	Newport News, VA
Jacob Allen Clayton	Virginia Beach, VA	Alexis Arreguin Garcia	Buffalo Junction, VA
George Richardson Clissold.....	Southern Shores, NC	Samuel Stephens Ghormley	Virginia Beach, VA
Alec McKinley Cobb	Jamestown, NC	Wellington Goddin.....	Alexandria, VA
Adam Noell Coffee	Lynchburg, VA	Tristan William Goering	Williamsburg, VA
		Michael Drury Good	Virginia Beach, VA

De'Juan Fernando Goodman.....	Nashville, TN	Carrington William Lanier	Henrico, VA
Thomas Aidan Gould	Johns Creek, GA	David Therrell Lawson.....	Norfolk, VA
Connor James Grant.....	Spotsylvania, VA	Isaiah Kyle Jonathan Lee.....	Chester, VA
Cody Edwin Gray.....	North Chesterfield, VA	Hunter Maitland Lee	Norfolk, VA
Jasper Henry Green	Farmville, VA	Corey Robert Leonard	Chester, VA
John Estes Grover	Richmond, VA	Ciaran Patrick Lewis	Alexandria, VA
Hayden Oliver Gunn.....	Blackstone, VA	Andrew Thomas Liegey	Lynchburg, VA
Jason Andrew Guzauskas	Danville, VA	William Hutton Lightfoot	Annandale, VA
Brian Sevan Gwaltney.....	Colonial Heights, VA	Andrew Evan Long	Powhatan, VA
Steven Ramsey Hall	Mechanicsville, VA	Lucio Christian Maestrello.....	Midlothian, VA
Dalton Patrick Hall.....	Raleigh, NC	Ryan Allyn Maguire	Chesterfield, VA
Connor Greene Hall.....	Hampton, VA	Jayson Garrett Maitland.....	Colonial Heights, VA
John Kristian Harold	Midlothian, VA	Ryan James Mallory	Mechanicsville, VA
Parker Alan Hartline.....	Mountain Brook, AL	John Robert Anton Mancano	Henrico, VA
Blake Elliott Hartman.....	Chester, VA	Blake Aaron Martin	Wake Forest, NC
Chandler Mason Harvey.....	Appomattox, VA	Turner Wells Martin	Richmond, VA
David Mikell Hay	Charleston, SC	Nicholas Edward Pierson Matullo	Appomattox, VA
Borden Saunders Hayes	Yorktown, VA	James Nash Overton McCormick.....	Rice, VA
Caleb Andrew Hayes	Suffolk, VA	Jacob R McCraw	Wake Forest, NC
William Noblin Hedge	Roanoke, VA	Gilbert Houston McDowell	Danville, VA
James Maxwell Henderson.....	Lynchburg, VA	Matthew Shane McGarry	Roanoke, VA
Edward Francis Hennessey.....	Charlotte, NC	Tyler Austin McGaughey	Danville, VA
William M. Hester.....	Williamsburg, VA	Andrew Sean McHale	Midlothian, VA
Nathaniel E. Higginbotham	Wausau, WI	Joseph David McMurtrie	Midlothian, VA
Tyler James Hines	Hayes, VA	Hunter Bolway Merritt	Richmond, VA
Hunter Hyde Hoffler.....	Moreland, GA	Rowan Christopher Miller	Suffolk, VA
Henry Augustine Hollingshead.....	Leesburg, VA	Thomas Gregory Miller	Huntersville, NC
Hamilton Lewis Hooper.....	Atlanta, GA	Douglas Matheson Mills	Greensboro, NC
Myles Edwin Hopkins	Westbury, NY	Jonathan Reed Mingione	Chesapeake, VA
David Mason Howell.....	Jackson, NC	Owen Randolph Minter	Charlotte, NC
Hart Williams Huffines	Raleigh, NC	Jacob York Mitchell	Christiansburg, VA
Jonathan William Huml	Long Lake, MN	Jacob Wayne Mitchell	Raleigh, NC
Brick Thomas Knox Ingle	Fuquay Varina, NC	Mitchell McKee Mohr	Glen Allen, VA
Connor L. Jackley.....	Portland, OR	Matthew Arthur Mood	Cross, SC
Robert Trent Jacobs.....	Farmville, VA	Jared Thomas Moorman	Midlothian, VA
Jack Henry James	Charlottesville, VA	Timothy Blair Morris	Culpeper, VA
Justin Scott Jarrett.....	Roanoke, VA	Asanda Calad Msimango	Waxhaw, NC
Hollis Lee Jennings	Virginia Beach, VA	Robert Dameron Munn	Amherst, VA
Raleigh Braxton Jernigan	Virginia Beach, VA	Bradley John Murawski	Chesterfield, VA
Coleman Eller Johnson.....	Abingdon, VA	Christopher Karl Nance	Vienna, VA
Samuel Nash Johnson	Midlothian, VA	Patrick Ward Neale	Richmond, VA
Rosewell Franklin Jones	Manakin Sabot, VA	Mathis Jacob Nedell	Lewisville, NC
Andrew Jacob Jones	Annapolis, MD	Greyson David Nelson	Media, PA
Brandon Michael Jones.....	Chesapeake, VA	Alan-Michael David Norton	Newport News, VA
Duncan Alexander Keefe	South Riding, VA	Eric Chistopher O'Brien	Richmond, VA
Liam James Kenny	Kitty Hawk, NC	John Joseph Olson	Hampton, VA
Anton Ryan Kheirani.....	Alexandria, VA	Lawson Williams Omer	Montrose, CO
John Fitzpatrick Kline.....	New Cumberland, PA	John William Ott	Arlington, VA
Brandon Ryan Knouse.....	Moseley, VA	Paul Preston Ouellette	Trumbull, CT
Aaron Jacob Kofsky	Akron, OH	Massey Knowles Owen	Richmond, VA
Kyree Hassan Koonce	Charlottesville, VA	Joshua Coris Owen	Forest, VA
Noah Salig Kramer	Danville, VA	Martin Padilla	Suffolk, VA
Harrison Peets Kuehn	Raleigh, NC	Vladimir Paraschiv	Midlothian, VA
Haden Ray Lader.....	Powhatan, VA	William Addison Peak	Franklin, VA

Lee Christian Penninger.....	Stafford, VA	Richard Henry Stuart	Fredericksburg, VA
Karl Riley Peters.....	Woodstock, VA	Logan Keith Stum.....	Penn Laird, VA
Peter Roper Pickard	Greensboro, NC	Alexander Conway Swaim	Greensboro, NC
Charles Frederick Pisano.....	Bernardsville, NJ	David Christopher Tabert.....	Cary, NC
Jonathan David Pogue	Newport News, VA	Branson Lanier Terrell.....	Lynchburg, VA
Jason D'Wayne Pough	North Chesterfield, VA	Stewart Thames.....	Mobile, AL
Daniel Quentin Prescott	Grand Prairie, TX	Robert James Thomas	Richmond, VA
Isidro Romille Pride	King George, VA	Tanner Logan Thompson	Disputanta, VA
Larry Malcolm Pullen	Manassas, VA	Philip Ryan Trapani	Norfolk, VA
Thomas Everett Puri	Atlanta, GA	Nicholas Ralph Tremaglio.....	Moseley, VA
Jorge Luis Quinones Velez	Hopewell, VA	Glenn Brady Updike.....	Lynchburg, VA
Tanner Lee Ramey	Mechanicsville, VA	Eduardo Luca Valentin-Morales	Frederick, MD
Gurion Dae Sung Ramirez	Bridgeport, CT	Chandler Hughes Vanlandingham.....	Mechanicsville, VA
Matthew Christopher Randall	Clarksville, VA	Bender Trost Vaught	Ashland, VA
Jacob Christopher Ranson	Concord, VA	Rakeem Ramone Walker.....	Bowie, MD
Phillip Patrick Reavis	Virginia Beach, VA	Austin Alexander Wallace.....	Midlothian, VA
Justin James Reid	Cary, NC	John Ryan Waugh.....	McLean, VA
Robert Coleman Reidy	Richmond, VA	John Robert Weaver.....	Newnan, GA
Leighton Matthew Remias	Norfolk, VA	Hunter Scott Weiland.....	Raleigh, NC
William Edward Ricketts	Chesapeake, VA	William Buck Wellman	Farmville, VA
Conor P. Roberson.....	Stafford, VA	James Philip Whitten.....	Henrico, VA
Luke Dunseath Roberts	Chesterfield, VA	Zachary Parker Wiggin	Franklinton, NC
James Andrew Robertson	Richmond, VA	Christopher George Wiggins	Virginia Beach, VA
Haynes Hofford Robinson	Atlanta, GA	Tyler Christian Williams	Powhatan, VA
David Preston Rowe	Midlothian, VA	Riley Deacon Williams	Richmond, VA
Michael Richard Ruiz	Montpelier, VA	Corey Jacob Williams	Emporia, VA
Harry Patrick Russell	Roanoke, VA	Colton Stuart Williams	Shelby, NC
John Timothy Ryder	Annandale, VA	William Peter Wilson	Norfolk, VA
Austin Baines Salmon	Chesapeake, VA	Nicholas Lane Winesett	Virginia Beach, VA
Griffin Peter Salyer.....	Williamsburg, VA	John David Winslow	Wilson, NC
Edwin Carroll Saunders	Roanoke, VA	Sealth Collier Womack	Wake Forest, NC
Jack Thomas Scheer	Lakeville, MN	Shay Austin Wood	Suffolk, VA
Andrew Norwood Schelle	Cockeysville, MD	Kireh Terrell Wright	Baltimore, MD
Brendan Murphy Schwartz	Wake Forest, NC	Charles Fisher Zambetti	Charlotte, NC
James Austin Senecal	Wake Forest, NC	George Wyatt Ziglar	Poquoson, VA
George Cabell Sheild	Charlotte, NC	Jean Marie D. Zotamou.....	Baltimore, MD
Jacob Stephen Shenk	Glen Rock, PA		
Zachary Andrew Shields	Summerfield, NC		
Sal Joseph Sidoti	Midlothian, VA		
Quinn Ryan Sipes	Virginia Beach, VA		
Auman G. Skinner	Sharpsburg, GA		
Zachary Alexander Smiley	Midlothian, VA		
David Lee Smith	Chesapeake, VA		
Alexander Gentle Smith	Winston-Salem, NC		
Jacob Scott Smith	Leonardtown, MD		
William Mikhail Snyder	Cliton, VA		
Jacob Thomas Spencer	Farmville, VA		
Evan Michael Spivak	Newport News, VA		
Bradford Cooke Sprouse	Chesterfield, VA		
Travis Richard Stackow	Richmond, VA		
Hunter Thomas Staton	Chesapeake, VA		
Thomas Christian Stauffer	Bethesda, MD		
Jonathan Willis Stevenson	Onancock, VA		
Harrison Sidney Stone	Durham, NC		

SOPHOMORES (2015-2016)

Tanner Malik Adams Fieldale, VA
 Persus Ofori Akouwah Manassas, VA
 Hunter Evans Alcorn Raleigh, NC
 Eric Donald Allen Virginia Beach, VA
 Tyler Stevens Anthony Richmond, VA
 Robert Brooks Apperson Virginia Beach, VA
 Joseph Daniel Atcheson Richmond, VA
 Charles Thorpe Barham Portsmouth, VA
 Hayden Patrick Basse Fairfax Station, VA
 Jordan Tyler Beck Rome, GA
 Tanner Lehi Beck Alexandria, VA
 Daniel Clifton Bedard Newport News, VA
 Jacob Austin Beekman Vinton, VA
 Charles Anthony Belmonte Emporia, VA
 Ryan John Beltrondo Waxhaw, NC
 George Sparks Bennett Lynchburg, VA
 Stephen Craig Beresek Point Pleasant, NJ
 DaQuan Kendred Berry Powhatan, VA
 Lucian Ferris Bloodworth Mountain Brook, AL
 Ryan Philip Blush Herndon, VA
 Robert W. Bolson Virginia Beach, VA
 Dylan Armstrong Bomeisler Cohasset, MA
 Richard Bradford Booth South Boston, VA
 Richard Wilson Booth Cary, NC
 Korbin Clay Bordonie Mechanicsville, VA
 Eric James Boyle Reisterstown, MD
 Hunter Lee Brown Charlottesville, VA
 Patrick Armour Bryant Raleigh, NC
 John Gooley Burke Richmond, VA
 Jake Holmes Burns Midlothian, VA
 Kyle Andrew Burns Hampden-Sydney, VA
 Aubrey Gerald Bussey Clayton, NC
 Robert Patrick Buttarazzi Vienna, VA
 Jonathan Levi Curtis Byler Virginia Beach, VA
 Thomas Richard Carswell Woodbridge, VA
 Matthew Paul Carter Virginia Beach, VA
 Justin Lawrence Cary Powhatan, VA
 Nicholas Foster Chase Wilmington, NC
 Guy Davis Cheatham Midlothian, VA
 Hok Kan Cheng Pulaski, VA
 Cole F. Cipriani Fredericksburg, VA
 James Phillip Clark Newport News, VA
 Richard Robert Clark Fairfax, VA
 James Carrington J. Coles Roanoke, VA
 John Benjamin Collie Mechanicsville, VA
 Braxton Bragg Comer Camden, SC
 Tillmon Edward Cook Concord, NC
 David Yates Cooke Charlotte Court House, VA
 Benjamin Gray Cottrell Norfolk, VA
 Brendan James Cottrell Keswick, VA
 Nathan Thomas Cox Rabun Gap, GA
 Zachary Ty Criswell Colonial Heights, VA
 Auberon A. Crocker Manassas, VA

Dylan Michael Curry Crozet, VA
 Keenen Joseph Cuthbert Richmond, VA
 Kyle Zachary Damen Staunton, VA
 John Connor Darab Hickory, NC
 Maxwell Benjamin Dash Glen Allen, VA
 Timothy Devin Daugherty Norcross, GA
 Jordan Slader Davis Virginia Beach, VA
 Aaron Russell Dawley Suffolk, VA
 Jack Deyerle Dawson Alexandria, VA
 Michael James DeMasi Virginia Beach, VA
 Zachary Steven Depue Amissville, VA
 Evan Benjamin Deyerle Roanoke, VA
 Jordan Samuel Dimmick Chesterfield, VA
 Matthew Alan Dirr Chester, VA
 Joseph Tyler Doane Williamsburg, VA
 William Daniel Hayes Donahue Waxhaw, NC
 Thomas Hill Donihe Roanoke, VA
 Hayden James Dougherty Kitty Hawk, NC
 Richard H. Dunbar Greenville, SC
 Steven Austin Dvornick Stafford, VA
 Charles Thomas Eden The Plains, VA
 Jacob Owen Edmonds Moseley, VA
 Joshua Marvel Elliott Springfield, VA
 Austin Blake Ellis Crozet, VA
 Charles Garrett Enroughty Henrico, VA
 Fernando Jose Espinoza Woodbridge, VA
 Jaylen Matthew Evans Charlotte, NC
 Roscoe James Evans Henrico, VA
 Joseph Ryan Everette Mechanicsville, VA
 Timothy Patrick Fallon Solvay, NY
 Edward Milton Farley Richmond, VA
 Samuel Michael Farley Surry, VA
 Kenston LeAndrew Fields Petersburg, VA
 Austin Lawrence Fockler Richmond, VA
 Jack Ryan Frail Herndon, VA
 Ian Daniel Fraser Reidsville, NC
 Noah Christopher Frazier Fredericksburg, VA
 Asa H. Fred Stephenson, VA
 Andrew Lisle Fuselier New Orleans, LA
 William Steven Fussy Waxhaw, NC
 Gaston Hemphill Gage Charlotte, NC
 Jackson Lewis Gamble Greenville, NC
 Andres Hernandez Garcia Brentwood, CA
 John Cole Gayle Richmond, VA
 Dylan Alexander Gillespie Moseley, VA
 Carl Jackson Gilmore Raleigh, NC
 Tyler Grant Gladden Salem, VA
 Evan Scott Glantz Bristow, VA
 Tyler Adlai Godwin Raleigh, NC
 Brian Matthew Goodwyn Chester, VA
 Maurice Jon Gothe Chester, VA
 John Austin Gregory Callands, VA
 William Mell Griffin Little Rock, AR
 Adrian Josue Guerra Salinas Brownsville, TX

Guilherme Jendiroba Guimaraes	Ribeirao Preto, Brazil	Samuel George Lilburn.....	Front Royal, VA
Benjamin Gardner Hackley	Waynesboro, VA	Johnston Patrick Little	San Diego, CA
Jacob Russell Hackworth	Charlotte, NC	Lester Vincent Lowe	Raleigh, NC
Elijah Joel Woodrow Hager	Roanoke, VA	Jake Henry Lowenstein	Virginia Beach, VA
Drewry Woodson Hall.....	Martinsville, VA	Antonio Maiato	Oak Ridge, NC
Bryce Thomas Hamilton.....	Midlothian, VA	Taylor Eugene Majetic	Midlothian, VA
Lee Dudley Hamlet	Bassett, VA	Cody Tucker Mann	Powhatan, VA
Madalyn Claire Hammock	Farmville, VA	Joshua Scott Markland.....	Powhatan, VA
Sage Rawlings Hamner	Salem, VA	Joseph Reid Markow.....	Richmond, VA
Troy Dillon Hamner	Salem, VA	Mark Avery Mason	Henrico, VA
Austin H. Hardman.....	Virginia Beach, VA	Conor Harrison McCabe.....	Virginia Beach, VA
Henry Hiter Harris.....	Richmond, VA	Conor Gray McCarty	Meggett, SC
Logan Douglas Harsh.....	Newport News, VA	John Austin McClellan	Midlothian, VA
David Bryant Hart.....	Roanoke, VA	Scott Christopher McCombs.....	Mechanicsville, VA
Alexander Armand Hassan.....	Williamsburg, VA	Matthew Baxter McKay.....	Farmville, VA
Chance Tyler Hastings	Appomattox, VA	Christopher Ian Gros Mercer.....	Williamsburg, VA
Mitchell Latham Hazard.....	Alexandria, VA	Robert Preston Midgett	Virginia Beach, VA
Jonathan Miles Headley.....	Richmond, VA	William Moorhead Milburn	Suffolk, VA
Samuel Lewis Helwig.....	Durham, NC	David Logan Dakota Miller	Hayes, VA
Blake Philip Henderson	Charlotte, NC	Jonathan Dalton Mitchell	Williamsburg, VA
Kent Michael Henry	Charlottesville, VA	Philip James Mollica	Roanoke, VA
Jesse Scott Hickman	Farmville, VA	Zane Sears Moody	Nahunta, GA
Joseph Connelley Hillegass	Henrico, VA	Thomas Edward Moon	Columbia, SC
Robert Wesley Holland.....	Manakin-Sabot, VA	William Spurr Moore	Powhatan, VA
William James Hollister.....	Leesburg, VA	Richard Wood Morgan	Durham, NC
Noah Einar Holt.....	Middleburg, VA	James Pepper Moss.....	Midlothian, VA
Nathan Thomson Horvit	Columbia, MO	Thomas Broun Munford	Richmond, VA
Timothy Mark Howlett	Norfolk, VA	Samuel Shanon Murphy	Virginia Beach, VA
Preston William Hughes	Crozet, VA	Malcolm Ibrahim N'diaye.....	Gavle, Sweden
Allen Peyson Hunt.....	Wilmington, NC	Dallas Clayton Negard	Midlothian, VA
Edwin Everett Hynson	Doswell, VA	John King Nelms	Raleigh, NC
James Donald Ingersoll	Crozet, VA	Patrik Ilmari Nemceff	Newport News, VA
Carrick Harris Irwin	Short Hills, NJ	Travis McKenzie Newcomb	Pamplin, VA
Robert Ian Jackson	Huntington, WV	Samson Hart Newlin	Gum Spring, VA
Camre Lyric Johnson	Dillwyn, VA	Tho Anh Nguyen	Hanoi, Vietnam
Ethan Payne Johnson	Powhatan, VA	John Stuart Niemeyer	Chesapeake, VA
Floyd Rudy Johnson	Glen Allen, VA	Michael Thomas Nordahl	Richmond, VA
Palmer Sherer Jones	Florence, SC	Clayton Covington Norton	Williamsburg, VA
Joshua Marvin Katowitz	Raleigh, NC	Robert Ashton Olsen	Midlothian, VA
Peter James Keenan	Charlotte, NC	Ian P. O'Malley	Fredericksburg, VA
Reilly Patrick Keilty	Spotsylvania, VA	Henry Earl O'Neal	Virginia Beach, VA
Paul Thomasson Kelley	West Point, VA	Grant Carter Osterlund	Monument, CO
Emmalee MacLeod Klein	Hampden-Sydney, VA	Trevor McKinley Otey	Williamsburg, VA
Patrick D. Kline	New Cumberland, PA	Jon Spencer Pace	Atlanta, GA
Wesley F. Kuegler	Prospect, VA	Marshall McRae Parks	North Chesterfield, VA
Hunter Sutton Kuehn	Raleigh, NC	Thomas Lee Parks	Atlanta, GA
Aaron Granville Kurz	North Chesterfield, VA	Zachary Ray Perkins	Appomattox, VA
Joshua Leonard Richard Lancaster	Charlotte, NC	Aaron David Persily	Charleston, WV
Harrison Deal Lawrence	Midlothian, VA	Adam Francis Phelps.....	Crozet, VA
Michael John Lawrence	Midlothian, VA	John D. Pionzio	Lorton, VA
Zachary Stephen Leitner	Suffolk, VA	Connor Scott Pool	Charlotte, NC
Luke J. LeJeune	Williamsburg, VA	David Edward Prince	Powhatan, VA
Michael Tyler Ellis Lepore	Suffolk, VA	Andrew Rosten Ratliff	Powhatan, VA
Ian Charles Levin	Chapel Hill, NC	John Paul Reategui.....	Ashburn, VA

Edward Whitaker Reed..... Farmville, VA
Matthew Charles Regan..... Purcellville, VA
Dakota Michael Reinartz..... Phoenix, AZ
William Mitchell Renfrow..... Charlotte, NC
Neal Matthew Reynolds..... Forest, VA
Amal K. Riley Washington, DC
Dallas Adam Roark..... Blackstone, VA
Gregory Claiborne Robins..... Richmond, VA
Hayden Hill Robinson..... Douglasville, VA
Skyler Mckinzie Robinson Yorktown, VA
Ryan Carl Rodes..... Bedford, VA
Kevin Paul Roetz..... Virginia Beach, VA
Christopher Nicholas Ross..... Gainesville, VA
Joseph John Ruppert..... Charlotte, NC
John Freeman Russell..... Suffolk, VA
Logan A. Samuels Bowie, MD
Brian Scott Schneider Charlotte, NC
Jesse Alexander Scott..... Charlottesville, VA
Chandler Berrier Shaheen..... Richmond, VA
Zachary Grant Shermer Suffolk, VA
Parker Thomas Smith..... Jeffersonton, VA
Joseph Michael Tate Socha..... Berlin, MD
Brandon Edward Solomonov..... Richmond, VA
Wesley Spencer Victoria, VA
Matthew Bryant Staley Midlothian, VA
Geoffrey Tyler Stevens..... Southport, NC
Andrew Leonard Stillerman..... Midlothian, VA
Christopher Thomas Stoner..... Scottsville, VA
Ronnie Stringfield..... Lynchburg, VA
Alexander McCullough Strain Roanoke, VA
William Thomas Sykes..... Virginia Beach, VA
Theodore Batholomew Syrquin Richmond, VA
Alexander Robert Tait Newport News, VA
James Vincent Taylor Midlothian, VA
Jordan Austin Taylor Henrico, VA
Evan Scott Thompson..... Cumberland, VA
Giles Houston Thompson Richmond, VA
Cecil McRay Tiblin..... Locust Grove, VA
Evan Robert Todero Williamsburg, VA
Luis Felipe Torres Ashburn, VA
John Bartlett Trigg Richmond, VA
James Corey Turner Orange, VA
Ryan Scott Turner Raleigh, NC
Bailey Alexander Tyner Winston-Salem, NC
Grant Thomas van Gorder..... Great Falls, VA
Robert Hamilton Vaughan Raleigh, NC
Kyler Bruce Vela Waxhaw, NC
Marshall Bieler Via Virginia Beach, VA
Daniel James Villery Chester, VA
Tyler Conn Wagner Keswick, VA
Hunter Ned Wagnon Virginia Beach, VA
Sean Douglas Walden Chesterfield, VA
Jonathan Aaron Walkley Midlothian, VA
Daniel Christopher Waltz Newport News, VA

Robert Tyler Ward Richmond, VA
Thomas Evan Watson Great Falls, VA
Spencer Dunaway Welch Winston-Salem, NC
Mason McClure Whitaker Fairfield, VA
Jackson Davis White High Point, NC
Samuel Webb Whitesell Charlottesville, VA
Bennie Christopher Williams Springfield, VA
Conner Dulany Williams Richmond, VA
Hunter Grayson Windley Chesapeake, VA
Duncan Livingston Wingfield Williamsburg, VA
William Michael Woods Savannah, GA
Peter Allen Yukich Davidson, NC
James Andrew Zambetti Charlotte, NC

JUN
David
Ryan
Carlo
Jared
Brenn
Thom
Rimo
Darry
Mich
Josep
Thom
John
Benja
Tre C
Brand
Blake
Conr
Jonat
Robe
John
Harris
Joel C
Jovan
James
Benja
Zacha
Lucie
Jorda
Joshua
Taylor
Justin
Calvi
Bradl
Grays
Mitc
Spenc
Lewis
Owen
Alex S
Mich
Charl
Hugh
Antio
Miles
Rona
Denis
Paul T
Chris
Willia
Davis
Spenc
Jacob
Willia

JUNIORS (2015-2016)

David Iver Anderson..... Williamsburg, VA
 Ryan Scott Anger..... Great Falls, VA
 Carlo J. Anselmo..... Oceanside, CA
 Jared Anthony Arntzen..... Acworth, GA
 Brennan Louis Aust..... Charleston, SC
 Thomas Clay Bales..... Lexington, KY
 Rimon Habteab Berhe..... Charlotte, NC
 Darryl Courtney Bines..... Fredericksburg, VA
 Michael Lawrence Robert Bolling..... Richmond, VA
 Joseph Fletcher Borum..... Blackstone, VA
 Thomas Franklin Bourne..... Marietta, GA
 John Paul Brennan..... Arlington, VA
 Benjamin Douglas Briggs..... Dallas, TX
 Tre Caydrik Briggs..... Charlottesville, VA
 Brandon Allen Briscoe..... Charlotte Hall, MD
 Blake Thomas Brown..... Lynchburg, VA
 Conrad Wilson Brown..... Glen Allen, VA
 Jonathan Howell Bryson..... Lynchburg, VA
 Robert Newton Bugbee..... Greensboro, NC
 John Ford Burke..... Richmond, VA
 Harrison Steele Burkett..... Chatham, VA
 Joel Collins Burlee..... Richmond, VA
 Jovan De'Andre Burton..... Scottsville, VA
 James Andrew Carleton..... Richmond, VA
 Benjamin James Carson..... Winston-Salem, NC
 Zachary Ryan Carter..... Mechanicsville, VA
 Lucien M. Cassier..... Midlothian, VA
 Jordan Mitchell Chalkley..... Richmond, VA
 Joshua Vance Chamberlin..... Corapeake, NC
 Taylor Robertson Chamberlin..... Lewisville, NC
 Justin Daniel Chencellow..... Mechanicsville, VA
 Calvin Richard Chase..... Chesapeake, VA
 Bradley Jordan Chester..... Lorton, VA
 Grayson Meade Cogan..... Crozet, VA
 Mitchell Andrew Conley..... Waynesboro, VA
 Spencer Ryan Connell..... Chesapeake, VA
 Lewis Darden Trent Copeland..... Virginia Beach, VA
 Owen Michael Costello..... South Riding, VA
 Alex Scott Crabtree..... Fairfield, VA
 Michael Abilio Creedle..... Virginia Beach, VA
 Charles Peyton Crowder..... Richmond, VA
 Hugh Carleton Cunningham..... Farmville, VA
 Antione Kahil Currie..... Charlottesville, VA
 Miles Taylor C. Cutchin..... Pacific Grove, CA
 Ronald Justin Davis..... Ashland, VA
 Denis Robert de St. Aubin..... Siler City, NC
 Paul Tazewell DelDonna..... Virginia Beach, VA
 Christopher Charles DeLeon..... Powhatan, VA
 William Andrew Dickerson..... Pamplin, VA
 Davis Cole Dipboye..... Manakin Sabot, VA
 Spencer Patrick Dixon..... Salisbury, NC
 Jacob Robert Duncan..... Williamsburg, VA
 William Earnhardt Duncan..... Pinehurst, NC

James W. Eagle..... Raleigh, NC
 Thomas Colter Eastman..... North Chesterfield, VA
 Rollans Whitley Edwards..... Forest, VA
 Jake Emory Eheart..... Barboursville, VA
 Enrique Elizondo..... Clinton, NC
 James Patrick Evans..... Richmond, VA
 Nelson Maynard Fisher..... North Chesterfield, VA
 Michael Edward Flanagan..... Moseley, VA
 David Griffith Fleenor..... Lookout Mountain, TN
 Nicholas David Fletcher..... Alexandria, VA
 Daniel Robert Fogelman..... Mechanicsville, VA
 Eric Monroe Foster..... Burlington, NC
 Joseph Matthew Fox..... Newport News, VA
 Nicholas Fiske Fox..... Midlothian, VA
 Lucas Steven Fussy..... Waxhaw, NC
 Ryan Keenan Gale..... Lakeland, FL
 Garrett Wix Gateley..... Forest, VA
 John Christopher Gauss..... Roanoke, VA
 Robert Byrne George..... Allentown, PA
 Mark Thomas Gibbs..... Virginia Beach, VA
 Robert P. Gilbertson..... McLean, VA
 Dylan Henderson Gonzales..... Richmond, VA
 Marcus Lee Goodman..... Lynchburg, VA
 Alec James Gouaux..... Chesterfield, VA
 Jacob Michael Gray..... King George, VA
 Pasquale Joseph Graziosi..... Goochland, VA
 Alexander Philip Greer..... Waterford, VA
 Costin Christian Gregory..... Raleigh, NC
 Jason Richard Halmo..... Jefferson, MD
 Jacob David Hargrove..... Cary, NC
 Treavor James Hartwell..... Palmyra, VA
 Samuel Edward Hatcher..... Richmond, VA
 Taylor Michael Hevener..... Chesterfield, VA
 Nicholas John Hillier..... Virginia Beach, VA
 Charles Connor Hinson..... New Albany, OH
 Daniel Alfred Hoffler..... Virginia Beach, VA
 William Francis Hogan..... Haymarket, VA
 Davis Alan Horbal..... Virginia Beach, VA
 Jeffrey Michael Jahnke..... Suffolk, VA
 Jai Shemar Jamerson..... Buckingham, VA
 Thacher Richmond Jennings..... Lynchburg, VA
 John Gregory Jones..... Gasburg, VA
 Kristoffer Ryan Jones..... Scottsville, VA
 Keith Ryan Kangas..... Portsmouth, VA
 Michael Joel Kaufmann..... Montpelier, VA
 Connor Michael Kearney..... Virginia Beach, VA
 Hunter Thomas Keiser..... Fredericksburg, VA
 Charles Grayson Kelley..... Chesapeake, VA
 Robert George Kerby..... Hampton, VA
 Trent Sydnor Kerns..... Richmond, VA
 Ryan Allen Kluk..... Kernersville, NC
 Theofilos Demetrios Koulianous..... Mobile, AL
 Connor Edmund Lachine..... Williamsburg, VA
 Stewart Reese Lawrence..... Richmond, VA

Logan Durwood Leathers	Alexandria, VA
Marc Albert Lee	Huntersville, NC
Parker Louis Levy	Charlotte, NC
Travis Reed Linkenhoker	Salem, VA
Thomas Andrew R. Loving	Charlottesville, VA
Alejandro Luna	Charlottesville, VA
Patrick Daniel Luwis	McLean, VA
Ryan Alan Maddox	Lynchburg, VA
Andrew John Madison	Norfolk, VA
Seamus Ryan Magee	West Orange, NJ
Brian Christopher Mahan	Richmond, VA
Turner Lee Makepeace	Raleigh, NC
John Benedict Tuttle March	Rockbridge Baths, VA
Joseph Franklin Markley	Richmond, VA
Andrew James Marshall	Ellicott City, MD
Zachary Stephen Martin	Gainesville, VA
Carter Dabney Mason	Newport News, VA
Paul Taylor Matthews	Bedford, NY
Bailey John Maurer	Oak Hill, VA
Eric Nathaniel McDonald	Leesburg, VA
Cameron Joseph McFarlane	Norwich, CT
David P. McKinney	Bumpass, VA
Kyle Douglas McLellan	Midlothian, VA
Samuel Steele Melson	Collierville, TN
Henry James Meserow	Chicago, IL
Matthew Charles Metheny	New Kent, VA
Zachary Boyd Miksovic	Gordonsville, VA
Jonathan William Miller	Woodridge, VA
James Alan Mills	Colonial Heights, VA
Ryan Christopher Mitchell	Keswick, VA
Caleb Blair Mize	Maidens, VA
Matthew Ryan Molesky	Fayetteville, NC
Edgar Murray Moore	Tallahassee, FL
Matthew Duncan Morris	Charlottesville, VA
John Landon Moss	Huntersville, NC
William Chamberlain Mott	Charlottesville, VA
Tanner Robert Mullins	Yorktown, VA
Thomas Anthony Patrick Murphy	Chester, VA
Matthew Czubek Nacionales	Bothell, WA
Charles Ashby Neterer	Maidens, VA
John Traylor Nichols	Powhatan, VA
Acrey Edward Nicholson	Star Tannery, VA
Robert Benjamin Noffsinger	Richmond, VA
Conor Anthony O'Heir	Hunty, VA
Nicholas Reid Ossi	Norfolk, VA
Lucas Wade Paris	Richmond, VA
Jordan Granville Parke	Roanoke, VA
Andrew Joseph Parker	Moseley, VA
Ryan Taylor Peevey	Wirtz, VA
Robert Townsend Pettit	Charlotte, NC
Byron Mason John Phipps	Petersburg, VA
Brock Lucas Plantinga	Roanoke, VA
Steven Dino Ponce	Alexandria, VA
Houston Lazenby Porter	Birmingham, AL
Jeffrey Ladd Potter	Haymarket, VA
Ryan Redding Quick	Hamilton, VA
Alexander JaVonte Reddick	North Chesterfield, VA
Austin Daniel Reed	Newport News, VA
Tyler Harrison Reekes	Sutherland, VA
John Robert Regan	Charlotte, NC
Brandon Thomas Reilly	Chester, VA
James Henry Rich	Henrico, VA
Jacob Lawrence Richardson	Virginia Beach, VA
Sean Patrick Riley	Raleigh, NC
Robert Cecil Rittenhouse	Moseley, VA
Gray Thomas Ritter	Richmond, VA
Paul R. Robertson	Fairfax, VA
Edward Young Robinson	Farmville, VA
Willard Montellous Robinson	Newport News, VA
Matthew Christopher Rotella	Amherst, VA
Stephen Kyle Ruane	Williamsburg, VA
Miles Christopher Sadler	Rice, VA
Christian Lyall Schultz	Clifton, VA
Hamden Austin Seay	Dillwyn, VA
Nathaniel A. Semones	Mount Airy, NC
Frank Andrew Sexton	Charlottesville, VA
Matthew Clark Sheffield	Charlottesville, VA
Samuel Edward Sheffield	Salem, VA
Alexander Lee Simmons	Charlottesville, VA
James Patrick Simon	Burke, VA
Christopher Trent Singleton	Richmond, VA
Cody Wayne Smith	Bristol, VA
Hatton Coulbourne V. Smith	Mountain Brook, AL
Roger Avery Smith	South Boston, VA
William Hooper Smith	Raleigh, NC
Walker Whalen Smithson	Elizabeth City, NC
Clayton Randolph Sorah	Mechanicsville, VA
Carter Robertson Speidel	Charlottesville, VA
Trevor Rushan Starnes	Mount Gilead, NC
Lucas Robert Staton	Natural Bridge Station, VA
Triston Wilder Stegall	Matthews, NC
William Austin Stephan	Virginia Beach, VA
Nicholas Michael Sullivan	Durham, NC
Joseph Matthew Sutphin	Radford, VA
Zachary Paul Tabrani	Kowloon, Hong Kong
Jackson Harris Tavener	Richmond, VA
Douglas Burt Taylor	Virginia Beach, VA
Harris Leigh Thomas	Virginia Beach, VA
Mitchell Harper Thomas	Chesterfield, VA
Frederick Marshall Todman	Virginia Beach, VA
Kyle Gray Tomlin	Charlotte, NC
Kevin Austin Trapp	Chester, VA
Samuel Thomas Travis	Vienna, VA
Charles Alexander Trivette	Norfolk, VA
Kyle Sterling Tucker	Midlothian, VA
Douglas Randolph Twiddy	Virginia Beach, VA
Joseph Anthony Tyler	Colonial Heights, VA
George Litz Van Dyke	Keswick, VA

SENIORS (2015-2016)	
Herschel Thomas Vinyard.....	Jacksonville, FL
Tyler Madison Walton	Bedford, VA
James Ivey Warren.....	Greenville, SC
Alexander Joseph Washburn	Glen Allen, VA
Romas Wilson White.....	Raleigh, NC
Michael Joseph Whited.....	Chesterfield, VA
Christian Valenti Wilder	Richmond, VA
Dustin Bruce Wiles.....	Belmont, NC
Colin Arthur Williams.....	Midlothian, VA
Marcus Jacob Williams	Front Royal, VA
Christopher Michael Williams-Morales	Chesapeake, VA
Michael Paul Willis.....	Midlothian, VA
Winfield Grant Willis	Richmond, VA
Aaron Jay Willy.....	Charlottesville, VA
Jamal Carrington Woolridge.....	Chester, VA
Patrick Ryan Woolwine.....	Fairfax Station, VA
Gregory Charles Wootton.....	Westminster, MD
Mason Richard Wright	Newsoms, VA
Ryan Alexander Yost	Winston-Salem, NC
Nick Wah Fai Yuen	Manakin Sabot, VA
William Taylor Ziglar.....	Poquoson, VA
John Michael Zohab.....	Richmond, VA
David Roland Zwick.....	Kensington, MD
Alexander Vincent Abbott	Mocksville, NC
Myshake Solomon Abdi.....	Martinsburg, WV
Andrew Robert William Adams.....	Danville, VA
Cory Dinsmore Adams	Arlington, VA
Carter Samuel Allen.....	Dillwyn, VA
Taylor Shawn Anctil	Concord, CA
Charles Graves Anthony	Stanleytown, VA
Dane Romar Camcam Asuigui	Flandreau, SD
Richard Marshall Bagley	Hampton, VA
Todd Randolph Bailey	Kinston, NC
Benjamin Stevens Baranik.....	Charlottesville, VA
Mark Benning Bardill	Richlands, NC
Joseph Sanborn Bean	Birmingham, AL
Ryan Scott Beaver	Apex, NC
Connor Maxwell Beck	Richmond, VA
Scot Michael Bellamy	Alexandria, VA
Salvador Antonio Benitez	Alexandria, VA
Joshua Mark Blair	Virginia Beach, VA
Kendall D. Blankenship.....	Appomattox, VA
Brant Derwent Boucher.....	Cary, NC
Michael Darius Bouldin	Keysville, VA
Jacob Townsend Bowen	Marionville, VA
Lawrence Brantley Bowers	New Bern, NC
Caleb Michael Bowyer.....	Lynchburg, VA
Jackson Phillip Boyd	Richmond, VA
Stephen Troy Brewer	Troutville, VA
John Wesley Britt.....	Poquoson, VA
James Allen Brooks	Virginia Beach, VA
Grant Hodsden Brown	Henrico, VA
Tucker Valentine Brown	Richmond, VA
Nicholas Parker Browning	Virginia Beach, VA
Gregory Scott Brownson.....	Forest, VA
Joseph Mills Bryant.....	Wallace, NC
Brian Thomas Burt	Holt, MI
William Briggs Burton.....	Stony Creek, VA
Johnathan Cornelius Campbell	Salisbury, NC
John Lundy Carignan	Henrico, VA
Oddie Lee Carneal	Charlottesville, VA
Colson Elliott Castilla.....	Dallas, TX
Calvin John Charles.....	Fort Washington, MD
Jamshaid Rafique Chaudhry	Baltimore, MD
Peter James Chiglinsky.....	Salem, VA
Adam Joel Christensen.....	Avon, IN
Stephen Caleb Corum	South Hill, VA
Hunter Jennings Cowan	North Chesterfield, VA
James Leo Crandall	Dublin, VA
Zachary Daniel Credle.....	Jamesville, VA
Matthew James D'Alessio	Chester, VA
James Jacobi Dargan	Hopewell, VA
John Tyler Daspit.....	Williamsburg, VA
Nicholas Ronald Davis	Fredericksburg, VA
Kyle Darden Dear	Great Falls, VA
Kyle Thomas Deivert	Fairfax, VA

Taylor Dennis Delagrange	Chesapeake, VA	Kyle William Hart	Rice, VA
David Lawrence Dodson	Roanoke, VA	Raymond James Hart	Virginia Beach, VA
Aaron Naim Doman	Norfolk, VA	Larry Brian Haskins	Buckingham, VA
Michael Robert Dormer	Alexandria, VA	Christopher Martin Hawk	Maidens, VA
Coleman Patrick Drennan	Richmond, VA	Sidney Alexander Henry	Haymarket, VA
Shane Thomas Duffy	Glen Allen, VA	Matthew Robert Hinson	Kinston, NC
William Reed Echols	Roanoke, VA	William Robert Hopkins	Richmond, VA
Todd Whitman Edstrom	Mechanicsville, VA	Ellis Mark Hopson	Moseley, VA
Drew Thomas Elliott	Appomattox, VA	Jacob Alexander Hubbard	Roanoke, VA
John Joseph Elliott	Pittsburgh, PA	Bradley Ryan Hudson	King George, VA
William Wiltbank Estes	Culpeper, VA	Brian Nicholas Hulsizer	Farmville, VA
Andrew Jackson Eubank	Winchester, VA	Kyle Evan Huysman	Charlottesville, VA
Westley Davis Eure	Southern Shores, NC	William Cole Imeson	Dayton, VA
Cody Eugene Everett	Lynchburg, VA	Matthew Peter Irving	Waverly, VA
Garrett Rembert Fahmy	Potomac Falls, VA	Reginald Bernard Johnson	Tappahannock, VA
Kyle Victor Farlow	Sophia, NC	Samuel George Johnson	Richmond, VA
Jacob M. Farrar	Oakton, VA	Stewart McKinnon Johnson	Mebane, NC
Page Davidson Faunce	Richmond, VA	Austin Thomas Joseph	Midlothian, VA
William H. Fitzgerald	Virginia Beach, VA	Guyler Ryan Justus	Rural Retreat, VA
Clement Tranum Fitzpatrick	Mountain Brook, AL	Ioannis Sotirios Kaliviotis	Winston-Salem, NC
Nathan Thomas Flagg	Great Falls, VA	Kevin Paul Keena	Vienna, VA
Josiah Christian Seth Fleming	Charlottesville, VA	Patrick Carroll Kelly	Chesapeake, VA
Samuel Greer Forbes	Richmond, VA	Brandon Douglas Kendrick	Vienna, VA
Patrick Alan Ford	Abingdon, VA	Kyle Liebrick Kiefer	Midlothian, VA
David Linford Foulke	Mountain View, CA	Sawyer Stephen Klein	Birmingham, AL
William Tyler Fowler	Lynchburg, VA	Nathan Ross Knox	Germantown, TN
Forrest Tanner Fox	Buena Vista, VA	Jake Frederick Koferl	Huntersville, NC
Austin Jordan Franklin	Fleming Island, FL	John Taylor Kroencke	Menifee, CA
Kyle Irving Fraser	Salem, VA	Bryan Robert Kujawa	Lake Forest, IL
Spencer Jones Garrett	Mableton, GA	Charles Thomas Kyle	Apple Valley, MN
Andrew Thomas Gass	Stafford, VA	Benjamin Wei Lam	Columbia, NC
Michael Thomas Gee	Midlothian, VA	Scott Christopher Lamothe	Fayetteville, NC
Geoffrey Thomas Gelozin	Midlothian, VA	Joseph Lawrence Lane	Richmond, VA
Charles Carey Gibbens	Richmond, VA	Tyler James Langhorn	Roanoke, VA
Keshawn Jahray Gilliam	South Chesterfield, VA	William Alston Lanier	Atlanta, GA
Miller Wayne Golliday	Richmond, VA	Joseph Anthony Lantagne	Richmond, VA
Travis Bedsole Goodloe	Mobile, AL	James Hua Lau	Springfield, VA
Matthew Robert Goodrich	Earlysville, VA	Dalton James Lee	Chester, VA
Andrew Meritt Gorham	Rocky Mount, NC	Joseph Nehemiah Link	Lynchburg, VA
Jace Steven Gregory	Manakin Sabot, VA	John Donald Lloyd	Glen Allen, VA
Kyle Broaddus Grierson	Williamsburg, VA	Mason Everett Luck	North Chesterfield, VA
Gannon Stuart Griffin	Scottsburg, VA	Baker Culverhouse Lynn	Birmingham, AL
Douglas Grant Gubbins	Raleigh, NC	Thomas C. Mahoney	Roanoke, VA
Hunter Aaron Guttendorf	Annandale, VA	Daniel McCasy Maloney	Mechanicsville, VA
Aaron Edward Hales	Greensboro, NC	Sean Thomas Manos	Chesapeake, VA
Jeremy Michael Hall	Poquoson, VA	Caleb Peter Marchetti	Henrico, VA
James Kenan Hamilton	Spartanburg, SC	Samuel D. Marks	Lynchburg, VA
Rachel Nicole Hammock	Farmville, VA	Michael Omar Marquez	Halifax, VA
Lucas Aaron Hanshaw	Keslers Cross Lanes, WV	Nicholas Colby Martin	Round Hill, VA
Jacob C. Harrell	Centreville, VA	Tyler Wayne Martin	Evington, VA
Evan Curtis Harris	Mechanicsville, VA	Andrew R. Martinez	Dallas, TX
Terrance O'Neal James Harris	Collinsville, VA	Maxwell James Maurer	Oak Hill, VA
Robert William Harriss	Creedmoor, NC	Corey Robert Mavromatis	Virginia Beach, VA
David Joseph Hart	Virginia Beach, VA	Logan Freele McDonald	Port Republic, VA

John Peyton McGuire	Manakin-Sabot, VA	Alexander Joseph Sefton	Berryville, VA
Holden Keith McLemore	Wake Forest, NC	Victor Anthony Shaheen	Richmond, VA
Harrison James McNabb	Roanoke, VA	Michael Brett Shaw	Suffolk, VA
John Taylor Meinhardt	Midlothian, VA	John William Sheffield	Salem, VA
Paul Joseph Melnick	Richmond, VA	Ray Jacob Shields	New Bern, NC
Michael Errol Mey	Glen Allen, VA	Benjamin Eli Shockley	Narrows, VA
Matthew Craig Midkiff	Midlothian, VA	Ryan Alexander Simmons	Richmond, VA
Joshua Theron Miller	Thomasville, NC	John Michael Simonic	Roanoke, VA
Timothy Ryan Millican	Glen Allen, VA	Samuel Mitchell Slough	Richmond, VA
Clarence Montgomery Mills	Greensboro, NC	Alexander Gabriel Smith	Chesterfield, VA
Harrison Kelly Mire	Manakin, VA	Robert English Snidow	Midlothian, VA
John August Stevenson Mohay	Pulaski, VA	Forrest Jackson Spradlin	Myrtle Beach, SC
Logan Thomas Moore	Stafford, VA	John Barker Squire	Wilmington, NC
Maxwell James Morgan	Newtonville, NY	Seth Christopher Stephen	Palmyra, VA
Timothy Allen Morgan	North Chesterfield, VA	Harrison Taylor Stewart	Raleigh, NC
James Hunter Morris	Williamsburg, VA	Matthew Ford Stiltner	Powhatan, VA
Scott Michael Murr	Davidson, NC	Kordell Dandridge Strauss	King George, VA
Michael Taiwan Murray	Norfolk, VA	Tyler Ray Sullivan	Chesapeake, VA
William Harrell Murray	West Point, VA	Grant Patrick Swaney	Sterling, VA
Angus Detrich Musser	Charlotte, NC	Caleb Leger Swiney	Dallas, GA
Linh Van Nguyen	Hanoi, VN	Joshua Davey Taylor	Accomac, VA
Charles Atticus O'Brien	Mountain Brook, AL	Braxton Lucas Terry	Pulaski, VA
Matthew Evan O'Donnell	Locust Grove, VA	Anton Richard Thomanek	Dumfries, VA
Ryan Flores O'Hara	Suffolk, VA	Clyde Huston Thomas	Henrico, VA
Nathaniel Tillman Oliver	Fairfax, VA	Jefferson Connor Thompson	Woodbridge, VA
Thomas Wentworth Osgood	Richmond, VA	Cameron Nathan Tilley	Raleigh, NC
William Randolph Outlaw	Crewe, VA	Howard Moose Turney	Little Rock, AR
Alan Mitchel Owens	Williamsburg, VA	Hiland Trent Tuttle	Dimondale, MI
Martin Alexander Owens	Lynchburg, VA	Nicholas Allen Van Etten	Leesburg, VA
Nicholas Christian Palmer	Glen Allen, VA	Benjamin Branch Edward Vincent	Southern Shores, NC
Tyler Michael Palmer	Virginia Beach, VA	Jack William Grayson Voelker	Asheville, NC
Almantas Petras Palubinskas	Annandale, VA	William VanDam Vogan	Norfolk, VA
Justin Wayne Parker	Centreville, VA	Parker Christian Vukich	Lynchburg, VA
Daniel M. Parkinson	Henrico, VA	Shaanan Eitan Wade	Chesapeake, VA
Thomas Charles Passenant	Charlotte, NC	Jacob Carlson Webster	Virginia Beach, VA
Mitchell A. PerryFredericksburg, VA	Theodore Owen West	Lanexa, VA
Austin Mitchell Perryman	Fairfax, VA	James Cameron White	Palmyra, VA
Zachary Shawn Preston	Keeling, VA	John Skyler Whitfield	Supply, NC
George Logan Travis Pryor	Manakin Sabot, VA	Kevin Anthony Wilhelm	Burke, VA
Charles Marraccini Rawles	Virginia Beach, VA	Alexander Shelton Williams	Crozier, VA
Gregory Dominic Regan	Purcellville, VA	Harold Lawrence Willis	Wake Forest, NC
Reuben Pascal Retnam	Lynchburg, VA	Carson Daniel Wilmer	Charlottesville, VA
Samuel Webb Ridenhour	Charlottesville, VA	Jaymon Daniel Wilson	Winston-Salem, NC
Thaddaeus Marklet Roberts	Sumerduck, VA	Thomas Houston Wilson	Norfolk, VA
Jacob Daniel Rockenbach	Southport, NC	Adam Markley Witham	Roanoke, VA
Brett Daniel Rogers	Chester, VA	Carter Jeffrey Wood	Richmond, VA
Jackson Monahan Rogers	Potomac Falls, VA	Cody Eugene Wright	Dublin, VA
Charles Paul Ross	Roanoke, VA	William Robert Zechman	Lancaster, PA
Jeffrey Stephen Rowell	Winston-Salem, NC		
Ethan James Sabo	Gloucester, VA		
Ali Adil Salih	Fairfax, VA		
Melchior F. Savarese	Winchester, VA		
William Aubrey Scott	Virginia Beach, VA		
Shaqunn Saddat Seadrow	Norfolk, VA		

NUMBER OF STUDENTS BY STATES, TERRITORIES, AND FOREIGN COUNTRIES 2015-2016

STATES		FOREIGN COUNTRIES
Alabama	13	Angola.....1
Arkansas.....	2	Brazil.....1
Arizona.....	1	Columbia.....2
California.....	6	Ghana.....1
Colorado.....	2	Guinea.....1
Connecticut	3	Hong Kong.....1
District of Columbia	3	Italy.....1
Florida.....	7	Mexico
Georgia	26	Sweden.....1
Illinois.....	2	Vietnam.....2
Indiana.....	1	TOTAL FOREIGN STUDENTS
Kentucky.....	1	12
Louisiana.....	1	NO. FOREIGN COUNTRIES.....
Maryland	20	10
Massachusetts.....	1	
Michigan.....	2	
Minnesota.....	3	
Missouri.....	1	
New Jersey	4	
New York	4	
North Carolina.....	158	
Ohio	2	
Oregon.....	1	
Pennsylvania.....	7	
South Carolina.....	13	
South Dakota.....	1	
Tennessee	5	
Texas	5	
Virginia.....	773	
Washington.....	1	
West Virginia	5	
Wisconsin	1	
TOTAL STUDENTS FROM US.....	1075	
NO. STATES	32	

A
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Boar
Brow

C
Care

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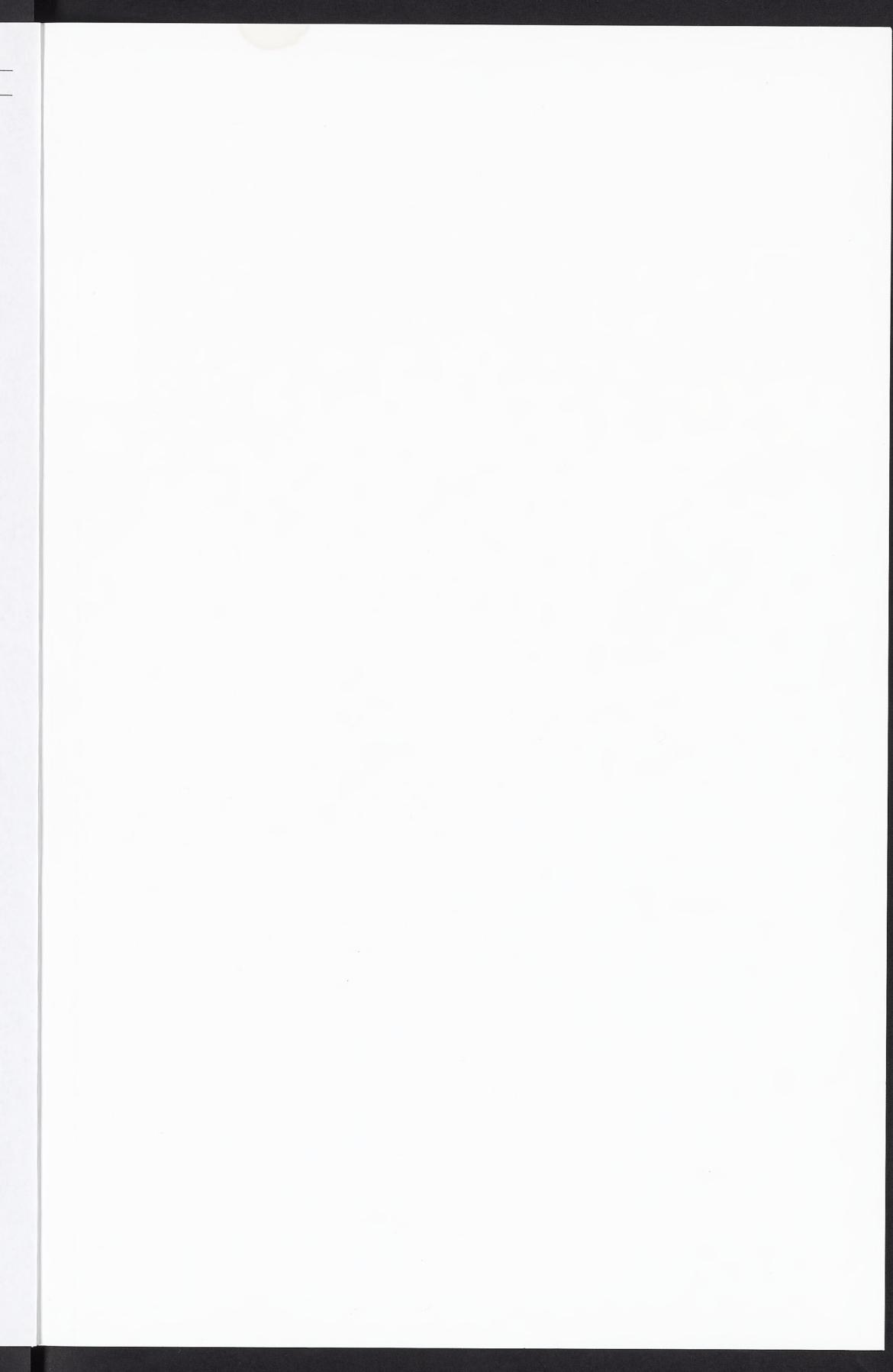
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HAMPDEN-SYDNEY COLLEGE

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